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AUTHOR Meehan, Anna, Comp.
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ABSTRACT

Produced in response to a school board's directive to develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis, this instructional packet is intended for use by teachers of a course in functional basic English skills for eleventh grade students. The packet contains preparatory sheets, activity sheets, evaluation sheets, and answer keys for teaching various basic reading skills. Among the skills covered are (1) vocabulary development, (2) word recognition, (3) study skills, (4) locating main ideas, (5) inferring details, (6) determining cause and effect relationships, (7) determining logical generalizations in a reading passage, (8) distinguishing between fact and fiction, (9) identifying conclusions based on insufficient evidence, (10) following oral and written directions, (11) locating and using reference materials, and (12) using dictionaries, indexes, maps, and transportation schedules. (FL)

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FUNCTIONAL BASIC SKILLS

ENGLISH-11

INSTRUCTIONAL MINI-PACKET, READING STANDARDS.

Compiled and Edited by
ANNA MEEHAN

Produced by
PALM BEACH COUNTY SCHOOLS
DEPARTMENT OF SECONDARY EDUCATION

MARTIN GOLD, DIRECTOR

Curriculum Specialists
RUSSELL BRAZZEL
WILLIAM DAVENPORT
MARY ANN DUPONT
ANNA MEEHAN

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READING STANDARD--A

The student will acquire a basic vocabulary as determined by a specified word list.

A-1: Associate words which are the same or opposite in meaning.

READING STANDARD A-1 – PREPARATORY SHEET 1
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Antonyms are words that are **OPPOSITE** in meaning. From this list of words, copy the word that means the opposite of the italicized words on your own paper. You may use your dictionary for assistance.

early
loose

slowly
simple

danger
include

tragedy
unusual

friendly
distribute

1. Did Jack *omit* part of the assignment? _____
2. That play is a real *comedy*. _____
3. His job is extremely *difficult*. _____
4. The *hostile* beast growled at me. _____
5. It is *common* for her to do this. _____
6. They stayed in the *safety* zone. _____
7. The rope was pulled until it was very *tight*. _____
8. Mable *quickly* jumped away from it. _____
9. The rock concert starts rather *late*. _____
10. We helped her to *collect* her equipment. _____

READING STANDARD A-1 – PREPARATORY SHEET 2
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: A synonym is a word that has the same, or nearly the same, meaning as another word. From this list of words, copy the word that means the SAME as the italicized word on your own paper. You may use your dictionary for assistance.

odor
fear

shaky
worth

stream
bravery

boasted
slippery

gathered
necessary

1. Pioneers demonstrated a great deal of *courage*. _____
2. A book report is *required*. _____
3. We paused to rest near a *brook*. _____
4. Animals can follow people by their *scent*. _____
5. The hostages stood about in *terror*. _____
6. The young boys *bragged* about their blue ribbons. _____
7. Singers know the *value* of a good back-up group. _____
8. The wheels on the car ahead seem *wobbly*. _____
9. Streets become *slick* when it begins to rain. _____
10. After the concert, people *collected* around the stage. _____

READING STANDARD A-1 – ACTIVITY 1
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Read the sentence. Look at the italicized word. Write the letter of the answer that means the **SAME** as the italicized word on your own paper. You may use your dictionary for assistance.

1. Did he *design* the plans for your house?
a. draw b. explain c. propose
2. Who was the *mysterious* man?
a. strange b. tall c. huge
3. The man had a *scowl* on his face.
a. smile b. glare c. mark
4. *Twist* the clothes until they are drier.
a. flatten b. hang c. wring
5. It was a *peaceful* scene.
a. quiet b. stormy c. strange
6. She had a *slender* figure.
a. straight b. thin c. corpulent
7. What a *unusual* name.
a. long b. strange c. foreign
8. She went to the ocean to see the *scenery*.
a. waves b. view c. sand
9. The magician made the cards *disappear*.
a. vanish b. appear c. distant
10. *Collect* your things.
a. gather b. separate c. clear

READING STANDARD A-1 – ACTIVITY 2
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Read the sentence. Look at the italicized word. Write the letter of the answer that means the SAME as the italicized word on your own paper.

1. What *route* did he take?
a. book b. road c. train
2. The goat will *wander*.
a. stray b. climb c. bleat
3. He did *hesitate*.
a. call b. cough c. pause
4. There was a *pile* of trash.
a. ton b. heap c. can
5. The land was *fertile*.
a. plentiful b. scarce c. ours
6. He wore his work *attire*.
a. clothes b. hat c. shoes
7. The warrior was *wonderful*.
a. huge b. splendid c. unpleasant
8. The mystery *baffled* him.
a. surprised b. startled c. puzzled
9. He can't *operate* the train.
a. pay for b. run c. call
10. The rainbow has many *hues*.
a. colors b. stripes c. sides

READING STANDARD A-1 – ACTIVITY 3
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Read the sentence. Look at the italicized word. Write the letter of the answer that means the **OPPOSITE** of the italicized word on your own paper.

1. The meat has *frozen*.
a. thawed b. ripened c. spoiled
2. He is an *acquaintance*.
a. friend b. stranger c. relative
3. She is an *active* child.
a. energetic b. passive c. observant
4. What a good *actress*!
a. actor b. speaker c. orator
5. She *adores* him.
a. likes b. admires c. hates
6. Behave in an *adult* manner.
a. childlike b. grown-up c. exemplary
7. When does his bus *arrive*?
a. come b. leave c. enter
8. He was a *jovial* fellow.
a. happy b. joyful c. sad
9. *Assist* your friend.
a. call b. help c. ignore
10. We will *capture* the soldiers.
a. imprison b. release c. arrest

READING STANDARD A-1 – ACTIVITY 4

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Read the sentence. Look at the italicized word. Write the letter of the answer that means the **OPPOSITE** of the italicized word on your own paper.

1. She has a *fancy* dress.
a. plain b. colorful c. new
2. The ice has *frozen*.
a. wet b. thawed c. cold
3. The jello is *firm*.
a. soft b. hard c. cold
4. *Harvest* the wheat.
a. water b. cut c. plant
5. Billy is *hungry*.
a. full b. eating c. happy
6. The stream was *shallow*.
a. deep b. wide c. warm
7. What an *ugly* doll.
a. pretty b. large c. colorful
8. A toothache is *painful*.
a. aching b. swollen c. pleasurable
9. Don't *blame* your sister.
a. praise b. tease c. hate
10. The wound is *raw*.
a. new b. healed c. bleeding

ACTIVITY ANSWER KEY

A-1 – Reading Standard

Activity 1

- | | | | | |
|------|------|------|------|-------|
| 1) a | 2) a | 3) b | 4) c | 5) a |
| 6) b | 7) b | 8) b | 9) a | 10) a |

Activity 2

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) a | 3) c | 4) b | 5) a |
| 6) a | 7) b | 8) c | 9) b | 10) a |

Activity 3

- | | | | | |
|------|------|------|------|-------|
| 1) a | 2) b | 3) b | 4) a | 5) c |
| 6) a | 7) b | 8) c | 9) c | 10) b |

Activity 4

- | | | | | |
|------|------|------|------|-------|
| 1) a | 2) b | 3) a | 4) c | 5) a |
| 6) a | 7) a | 8) c | 9) a | 10) b |

READING STANDARD A-1 – EVALUATION I
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

DIRECTIONS: Write the letter of the word which correctly completes each sentence on your own paper.

- | | |
|--|--|
| 1. Another word for <i>donation</i> is

a. debt
b. reimbursement
c. direction
d. contribution | 6. The opposite of <i>antiseptic</i> is

a. unsanitary
b. clean
c. unusual
d. coarse |
| 2. Another word for <i>comical</i> is

a. faulty
b. funny
c. changeable
d. emotional | 7. The opposite of <i>economical</i> is

a. urban
b. political
c. expensive
d. cheap |
| 3. Another word for <i>mobile</i> is

a. enjoyable
b. stationary
c. critical
d. movable | 8. The opposite of <i>barricade</i> is

a. close
b. notify
c. open
d. exit |
| 4. Another word for <i>nourish</i> is

a. feed
b. exceed
c. punish
d. rear | 9. The opposite of <i>excel</i> is

a. inhale
b. fail
c. elope
d. indict |
| 5. Another word for <i>appoint</i> is

a. assign
b. approach
c. attach
d. deliver | 10. The opposite of <i>offensive</i> is

a. defensive
b. collective
c. meager
d. unpleasant |

READING STANDARD A-1 – EVALUATION II
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Write the letter of the word which correctly completes each sentence on your own paper.

1. Another word for *administer* is

a. arrange
b. give
c. take
d. write

2. Another word for *prolong* is

a. detain
b. enjoy
c. extend
d. improve

3. Another word for *conform* is

a. agree
b. doubt
c. compare
d. reply

4. Another word for *withhold* is

a. increase
b. refer
c. keep
d. volunteer

5. Another word for *procedure* is

a. activity
b. argument
c. event
d. method

6. Another word for *agreeable* is

a. pleasing
b. busy
c. jealous
d. unpleasant

7. Another word for *hire* is

a. discharge
b. veil
c. employ
d. disguise

8. Another word for *exhibit* is

a. conceal
b. issue
c. hide
d. show

9. Another word for *excess* is

a. surplus
b. moderation
c. privation
d. necessity

10. Another word for *hinder* is

a. despair
b. promote
c. encourage
d. delay

READING STANDARD A-1 – EVALUATION III
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Write the letter of the word which correctly completes each sentence on your own paper.

1. Another word for *exclude* is

- a. omit
- b. include
- c. join
- d. enter

6. Another word for *scent* is

- a. odor
- b. penny
- c. dispatch
- d. judgment

2. Another word for *kind* is

- a. brilliant
- b. boring
- c. sad
- d. considerate

7. Another word for *census* is

- a. omit
- b. rebuke
- c. praise
- d. count

3. Another word for *small* is

- a. huge
- b. funny
- c. enormous
- d. meager

8. Another word for *corrupt* is

- a. fair
- b. dishonest
- c. policy
- d. valid

4. Another word for *discourteous* is

- a. rude
- b. courteous
- c. dismal
- d. illegal

9. Another word for *illegal* is

- a. forbidden
- b. meager
- c. utmost
- d. dual

5. Another word for *forgive* is

- a. ignore
- b. neglect
- c. avenge
- d. pardon

10. Another word for *attorney* is

- a. officer
- b. executive
- c. immigrant
- d. lawyer

READING STANDARD A-1 – EVALUATION IV
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING.

DIRECTIONS: Write the letter of the word which correctly completes each sentence on your own paper.

1. The opposite of *plan* is

- a. explanation
- b. chaos
- c. description
- d. promise

6. The opposite of *civilian* is

- a. adult
- b. military
- c. personnel
- d. maternal

2. The opposite of *penalty* is

- a. reward
- b. debt
- c. error
- d. punishment

7. The opposite of *real* is

- a. imaginary
- b. failure
- c. true
- d. impossible

3. The opposite of *reimburse* is

- a. remember
- b. owe
- c. return
- d. distribute

8. The opposite of *boycott* is

- a. support
- b. strike
- c. amend
- d. bind

4. The opposite of *inflation* is

- a. emotion
- b. depreciation
- c. increase
- d. costly

9. The opposite of *cruelty* is

- a. tenderness
- b. logic
- c. moodiness
- d. fearful

5. The opposite of *external* is

- a. colateral
- b. exit
- c. beneficial
- d. internal

10. The opposite of *detach* is

- a. employ
- b. abolish
- c. join
- d. separate

EVALUATION

ANSWER

KEY

A-1 – Reading Standard

Evaluation I

- | | | | | |
|------|------|------|------|-------|
| 1) d | 2) b | 3) d | 4) a | 5) a |
| 6) a | 7) c | 8) c | 9) b | 10) a |

Evaluation II

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) c | 3) a | 4) c | 5) d |
| 6) a | 7) c | 8) d | 9) a | 10) d |

Evaluation III

- | | | | | |
|------|------|------|------|-------|
| 1) a | 2) d | 3) d | 4) a | 5) d |
| 6) a | 7) d | 8) b | 9) a | 10) d |

Evaluation IV

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) a | 3) b | 4) b | 5) d |
| 6) b | 7) a | 8) a | 9) a | 10) c |

A-2: Associate printed words with their oral equivalents.

READING STANDARD A-2 – PREPARATORY SHEET 1
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

DIRECTIONS: Duplicate the following exercise. Ask students to circle the word called out.

				CALL OUT
1.	a. accessible	b. access	c. accessory	access
2.	a. begrudge	b. begrudges	c. begrudging	begrudging
3.	a. aggravate	b. aggravates	c. aggravated	aggravate
4.	a. amended	b. amends	c. amendment	amends
5.	a. calculate	b. calculating	c. calculated	calculated
6.	a. cope	b. corrupt	c. coarse	corrupt
7.	a. complete	b. complicate	c. compile	complete
8.	a. expel	b. exceed	c. explain	exceed
9.	a. imperfect	b. important	c. impetuous	impetuous
10.	a. quote	b. quest	c. quota	quest

READING STANDARD A-2 – PREPARATORY SHEET 2
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

DIRECTIONS: Duplicate the following exercise. Ask students to circle the word called out.

1.	a. conceive	b. conserve	c. conservative	conserve
2.	a. appear	b. appeal	c. appease	appear
3.	a. prepare	b. predict	c. prefix	prefix
4.	a. pantry	b. pastry	c. paltry	pantry
5.	a. goal	b. gloat	c. goat	goal
6.	a. line	b. lien	c. lynch	lien
7.	a. vacant	b. vacancy	c. vagrant	vacant
8.	a. typhoon	b. tycoon	c. type	tycoon
9.	a. verify	b. virtuous	c. variate	verify
10.	a. despise	b. delight	c. destroy	destroy

READING STANDARD A-2 – ACTIVITY I
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

DIRECTIONS: In the following selection circle the 10 words as called out by the teacher.

MY FIRST MILLION

I'm on my way to my first million! To be accurate, I'm only two small flakes of gold on the way; but it's a start.

How can I achieve this success as a fortune hunter? This summer my family went on a trip to California. On my way home we passed through the Black Hills of South Dakota. The many signs advertising amateur gold mining beckoned us, and we couldn't resist the lure.

We stopped at one place where for one dollar we received a large pan of dirt and the assistance of an eighteen-year-old boy. (Need I add that he was gorgeous!) Down to the creek we went, where we stuck our hands in the pan and swished in the dirt.

An hour later we searched in the pan of gravel for the results. There they were, six tiny flakes of gold. Of course, this wealth had to be divided among the three of us - my brother, my sister, and me. That is how I ended up with two flakes of the precious metal.

Now I have no money and I'm feeling depressed. I look at those flakes of gold and think, "If only there were several million more, I'd be rich!" - Susan F.

Teacher: Call out the following 10 words.

- | | |
|----------------|---------------|
| 1. accurate | 6. amateur |
| 2. achieve | 7. assistance |
| 3. fortune | 8. gorgeous |
| 4. through | 9. precious |
| 5. advertising | 10. depressed |

READING STANDARD A-2 – ACTIVITY 2
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

DIRECTIONS: Duplicate the following paragraph and distribute it to the students.

The teachers in our high school were calling parents to confer with them concerning their children's progress in school. By consulting with parents, the teachers hoped to get their cooperation at home so that students would do well in various subject areas. Those parents who attended the conferences received a list of the subject matter to be covered in each period of the students' day.

Ask a student to read the paragraph aloud. Then tell the students to listen carefully as you say some words in the paragraph. They are to circle the words you say.

Circle the word *concerning*.

Circle the word *confer*.

Circle the word *progress*.

Circle the word *consulting*.

Circle the word *attended*.

Ask individuals to come to the board, one at a time, to write one of the circled words and explain the meaning of that word. Ask the other students to check their own work.

A C T I V I T Y

A N S W E R

K E Y

A-2 – Reading Standard

Activity 1

- | | |
|----------------|---------------|
| 1) accurate | 6) amateur |
| 2) achieve | 7) assistance |
| 3) fortune | 8) gorgeous |
| 4) through | 9) precious |
| 5) advertising | 10) depressed |

Activity 2

- 1) concerning
- 2) confer
- 3) progress
- 4) consulting
- 5) attended

READING STANDARD A-2 – EVALUATION I
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

DIRECTIONS: Write the word that the teacher says on your paper.

1. access
accessible
accessory
accord
accumulate

2. biographies
biography
biology
blotter

3. accent
assent
acquaint
account

4. emotional
horizontal
periodical
lateral

5. panache
pancakes
packages
pastries

READING STANDARD A-2 – EVALUATION II
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

DIRECTIONS: Write the word that the teacher says on your own paper.

1. casualty
 costly
 comical
 cavalry
 cashier

2. mangled
 mansion
 master
 mangling
 masterpiece

3. parallel
 paralyze
 paralysis
 parameter
 positive

4. lease
 leaf
 leak
 least
 lift

5. lip
 lisp
 lick
 lilt
 link

READING STANDARD A-2 – EVALUATION III
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

DIRECTIONS: Write the word that the teacher says on your own paper.

1. opposite
 occupant
 obsolete
 awkward
 option

2. narrate
 navigate
 natural
 naturalize
 nature

3. jury
 just
 juror
 judge
 justice

4. spectacular
 spectator
 specification
 special
 space

5. urge
 urn
 under
 urban
 earnest

READING STANDARD A-2 – EVALUATION IV
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

DIRECTIONS: Write the word that the teacher says on your own paper.

1. resign
 respond
 restrain
 restless
 restore

2. sue
 suit
 swing
 such
 stitch

3. quest
 quench
 quote
 quota
 equip

4. exceed
 excel
 excelled
 expel
 excellent

5. past
 paste
 pastry
 pastor
 passenger

EVALUATION ANSWER KEY

A-2 – Reading Standard

Evaluation I

1) access 2) biology 3) accent 4) emotional 5) packages

Evaluation II

1) comical 2) master 3) paralysis 4) least 5) lilt

Evaluation III

1) awkward 2) natural 3) justice 4) spectacular 5) urban

Evaluation IV

1) resign 2) stitch 3) quote 4) expel 5) pastor

A-3: Associate words with their literal definitions.

READING STANDARD A-3 – PREPARATORY SHEET 1
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS.

DIRECTIONS: Write the letters of the possible meanings for the words below on your own paper. **USE YOUR DICTIONARY!**

WORD	POSSIBLE MEANINGS
1. quarry	a. diamond-shaped pane of glass used in latticed windows b. a mine c. excavations made by the removal of stone d. object of pursuit by bird of prey, hunter, etc.
2. gear	a. equipment b. combination of levers, wheels, working on one another c. put machinery in action d. to laugh at someone.
3. aborigine	a. people who have no originality b. the first colonists c. indigenous people d. Indians
4. amplify	a. to make greater b. to expand c. to increase the strength of d. to lessen in intensity
5. sedentary	a. the film at the bottom of a bottle b. sitting position c. remaining in the same place because of occupation d. not migratory

READING STANDARD A-3 – PREPARATORY SHEET 2
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS.

DIRECTIONS: Write the letters of the possible meanings for the words below on your own paper. **USE YOUR DICTIONARY!**

WORD	POSSIBLE MEANINGS
1. combine	a. join together b. cooperate c. a farm owned by several farmers d. a reaping and threshing machine
2. subsistence	a. means of supporting life b. raising crops to support oneself c. sharing farmland with others d. a product
3. confidential	a. told in secret b. showing trust in another c. showing lack of trust d. swindling others
4. pamper	a. gratify b. deny c. do without d. overindulge
5. diagnosis	a. surface evaluation b. to distinguish c. a decision based on examination d. careful investigation

READING STANDARD A-3 – ACTIVITY 1
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

DIRECTIONS: Use your dictionary to find the definitions for the following words. Write the word and the definition on your own paper.

- | | |
|---------------|---------------|
| 1. reverent | 11. policy |
| 2. victorious | 12. fugitive |
| 3. biography | 13. plaintiff |
| 4. acute | 14. lubricate |
| 5. leaflet | 15. patron |
| 6. villain | 16. calamity |
| 7. abbreviate | 17. hoard |
| 8. inhale | 18. inflate |
| 9. discipline | 19. impostor |
| 10. indict | 20. critic |

READING STANDARD A-3 – ACTIVITY 2
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

DIRECTIONS: Choose the best definition for the italicized word and write the letter of the correct answer on your paper.

1. acute

- a. passive
- b. mild
- c. intense
- d. gentle

2. reverent

- a. ill-mannered
- b. responsible
- c. knowledgeable
- d. showing respect

3. impostor

- a. person who pretends to be someone else
- b. person who inherits money
- c. person who respects authority
- d. person who writes speeches

4. fugitive

- a. employee
- b. agent
- c. officer
- d. refugee

5. abbreviate

- a. shorten
- b. lengthen
- c. include
- d. erase

ACTIVITY ANSWER KEY

A-3 – Reading Standard

Activity 1

Answers will vary - Teacher Check

Activity 2

- 1) e
- 2) d
- 3) a
- 4) d
- 5) a

READING STANDARD A-3 – EVALUATION I
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS.

DIRECTIONS: Choose the best definition for the italicized word and write the letter of the correct answer on your own paper.

1. patron

- a. person who does volunteer work
- b. person who buys expensive gifts
- c. person who buys regularly at a given store
- d. person who cheats on taxes.

2. lubricate

- a. make slippery or smooth
- b. tighten the bolts
- c. attach to a carburetor
- d. wipe the surface clean

3. plaintiff

- a. person who inherits a fortune
- b. person who begins a lawsuit
- c. a plainclothes detective
- d. a state attorney

4. fugitive

- a. refugee
- b. agent
- c. employee
- d. officer

5. policy

- a. a verbal agreement
- b. an optional form
- c. a bank statement
- d. a written contract

READING STANDARD A.3 – EVALUATION II
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS.

DIRECTIONS: Choose the best definition for the italicized word and write the letter of the correct answer on your own paper.

1. villain
 - a. a witch
 - b. a government official
 - c. a wicked person
 - d. a senior citizen

2. abbreviate
 - a. erase
 - b. shorten
 - c. lengthen
 - d. include

3. inhale
 - a. breathe in
 - b. breathe out
 - c. escort
 - d. enter

4. discipline
 - a. unacceptable behavior
 - b. lack of authority
 - c. a system of rewards
 - d. training of the mind

5. indict
 - a. exonerate
 - b. charge with an offense
 - c. plead guilty
 - d. free on bond

READING STANDARD A-3 – EVALUATION III
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS.

DIRECTIONS: Choose the best definition for the italicized word and write the letter of the correct answer on your own paper.

1. leaflet
 - a. folded sheet of printed matter
 - b. small green leaves
 - c. lead up to
 - d. league

2. acute
 - a. mild
 - b. passive
 - c. gentle
 - d. intense

3. biography
 - a. an account of a historical event
 - b. an account of a person's life
 - c. an account of a person's family
 - d. an account of a criminal's life

4. victorious
 - a. unsuccessful
 - b. failure
 - c. triumphant
 - d. elated

5. reverent
 - a. showing respect
 - b. ill-mannered
 - c. knowledgeable
 - d. responsible

READING STANDARD A-3 – EVALUATION IV
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS.

DIRECTIONS: Choose the best definition for the italicized word and write the letter of the correct answer on your own paper

1. calamity
 - a. a fatal disease
 - b. an impending storm
 - c. a great misfortune
 - d. a serious error

2. hoard
 - a. share
 - b. save
 - c. donate
 - d. disperse

3. inflate
 - a. expel
 - b. exhale
 - c. force air out of
 - d. force air into

4. impostor
 - a. person who starts fires
 - b. person who owns property
 - c. person who pretends to be someone else
 - d. person who inherits money

5. critic
 - a. person who makes judgments
 - b. person who distributes newspapers
 - c. person who respects authority
 - d. person who writes speeches

EVALUATION ANSWER KEY

A-3 – Reading Standard

Evaluation I

1) c 2) a 3) b 4) a 5) d

Evaluation II

1) c 2) b 3) a 4) d 5) b

Evaluation III

1) a 2) d 3) b 4) c 5) a

Evaluation IV

1) c 2) b 3) d 4) c 5) a

A: 4: Associate words with their connotative definitions.

READING STANDARD A-4 – PREPARATORY SHEET 1
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

TEACHER DIRECTED

EXPLANATION:

The literal meanings of words are called their denotative meanings. In addition to their denotative meanings, many words have connotative meanings. The connotative meanings are meaning that are implied by the word to the audience. They are the feelings that a word suggests beyond its literal meaning.

Words appeal to different emotions, so a pleasant word is often substituted for one that implies something unpleasant when reading. It is helpful to be aware of words that are used to make one feel a particular way. Some uses of connotation are good and some are bad. We must learn to distinguish between them in our daily vocabulary.

DIRECTIONS: Have students look at the following pairs of words. Ask them to choose the word that has a negative connotation and discuss the reasons for it.

- | | |
|----------------------|---------------|
| 1. a. slender | b. gawky |
| 2. a. defeat | b. swamp |
| 3. a. self-confident | b. conceited |
| 4. a. spy | b. tattletale |
| 5. a. intelligent | b. egg-head |

READING STANDARD A-4 – ACTIVITY 1
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

TEACHER DIRECTED

DIRECTIONS: Write the following list of words on the board. Ask students to give the literal meaning of the words, then compare them with their own interpretation of two words.

	LITERAL MEANING	CONNOTATIVE MEANING
1. cool	_____	_____
2. bad	_____	_____
3. foxy	_____	_____
4. fine	_____	_____
5. animal	_____	_____
6. stacked	_____	_____
7. tiger	_____	_____
8. chow	_____	_____
9. hot	_____	_____
10. spaced out	_____	_____
11. bread	_____	_____
12. man	_____	_____
13. turkey	_____	_____
14. sit on it	_____	_____
15. out-of-sight	_____	_____

READING STANDARD A-4 – ACTIVITY 2
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: Read the following lists of words. Group them according to similar meanings. Put an F next to words you feel have favorable connotations and NF next to words you feel are not favorable. You may use your dictionary for assistance. Write the words on your own paper.

- | | | |
|---------------------|----------------------|----------------------------|
| 1. thin _____ | 11. tight _____ | 21. stool pigeon _____ |
| 2. edge-out _____ | 12. slender _____ | 22. overrun _____ |
| 3. conceited _____ | 13. cocky _____ | 23. arrogant _____ |
| 4. tattletale _____ | 14. economical _____ | 24. skinny _____ |
| 5. stingy _____ | 15. informer _____ | 25. stuffy _____ |
| 6. vain _____ | 16. thrifty _____ | 26. defeat _____ |
| 7. frugal _____ | 17. proud _____ | 27. beat _____ |
| 8. gawky _____ | 18. lanky _____ | 28. self-confident _____ |
| 9. arrogant _____ | 19. edge-out _____ | 29. undercover agent _____ |
| 10. swamp _____ | 20. spy _____ | 30. skunk _____ |

***Note:** You should have 5 groups.

READING STANDARD A-4 – ACTIVITY 3
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: Choose the statement from each pair that is intended to appeal to the emotions. Write the letter of the correct answer on your own paper.

1. a. Federal Budget Up for next year.
 b. Washington Off on Spending Spree.
2. a. Senate Bows to President Pressure.
 b. Senate Agrees to President's Request.
3. a. Roaring Rock Music Cause of Deafness?
 b. Loud Noises May Impair Hearing.
4. a. Tribuno Wins Tournament by One Stroke.
 b. Tribuno Steals Tournament with Lucky Stroke.
5. a. Mayor Picks Buddy for Important Job.
 b. Mayor Selects New Agency Head.

READING STANDARD A-4 – ACTIVITY 4
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: Read the following paragraph. Write the words from the paragraph that appeal to the emotions. Use your own paper.

Our great state is in danger of being overrun by these foreigners who lack knowledge of and respect for our most precious values of flag, home, and country. They're too lazy to learn to speak our language, so why should we, the poor taxpayers, pay to put up signs in two languages for these people, most of whom are here illegally, anyway. They have moved in and taken jobs from honest, hardworking people whose families depend on their working.

ACTIVITY

ANSWER

KEY

A-4 – Reading Standard

Activity 1

Answers will vary - Teacher Check

Activity 2

Answers will vary - Teacher Check

Activity 3

1) b 2) a 3) a 4) b 5) a

Activity 4

Answers will vary - Teacher Check

READING STANDARD A-4 – EVALUATION I
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: Look at the italicized word in each sentence. Write a C for each italicized word that has a connotative meaning. Write a D for each italicized word that has a denotative meaning. Use your own paper.

1. Susie is so *vain* she can't keep her eyes off her mirror. _____
2. Pedro has gotten *thin* since he had the flu. _____
3. I wish my father weren't so *tight* with his money. _____
4. The *undercover agent* was able to conceal his identity. _____
5. The Red Coats *defeated* the Broncos in the play offs. _____

READING STANDARD A-4 – EVALUATION II
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: Look at the italicized word in each sentence. Write a C for each italicized word that has a connotative meaning. Write a D for each italicized word that has a denotative meaning. Use your own paper.

1. The accountant is *economical* in his spending. _____
2. Jamie was known as the class *tattletale*. _____
3. Her every move showed how *self-confident* she was. _____
4. She looked *gawky* in her new clothes. _____
5. The girl's basketball team *skunked* the boy's basketball team. _____

READING STANDARD A-4 – EVALUATION III
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: **Select from the choices the word that suggests what the italicized word means.**

1. The word *diet* makes you think of:
 - a. cautious
 - b. cowardly
 - c. stubborn
 - d. overweight

2. The word *leisure* makes you think of:
 - a. busy
 - b. work
 - c. relaxation
 - d. hurried

3. The word *sweltering* makes you think of:
 - a. chilly
 - b. hot
 - c. polluted
 - d. odorous

4. The word *vain* makes you think of:
 - a. friendly
 - b. conceited
 - c. pretty
 - d. shy

5. The word *lanky* makes you think of:
 - a. fat
 - b. chubby
 - c. robust
 - d. thin

READING STANDARD A-4 – EVALUATION IV
ASSOCIATE WORDS WITH THEIR CONNOTATIVE DEFINITIONS

DIRECTIONS: **Select from the choices the word that suggests what the italicized word means.**

1. The word *arrogant* makes you think of:

- a. self-important
- b. bashful
- c. determined
- d. frustrated

2. The word *agressive* makes you think of:

- a. cowardly
- b. reverant
- c. pushy
- d. frightened

3. The word *bored* makes you think of:

- a. active
- b. busy
- c. tired
- d. idle

4. The word *nosy* makes you think of:

- a. reserved
- b. snooppy
- c. shy
- d. withdrawn

5. The word *stuffy* makes you think of:

- a. friendly
- b. unfriendly
- c. angry
- d. smart

EVALUATION

ANSWER

KEY

A-4 – Reading Standard

Evaluation I

1) c 2) d 3) c 4) d 5) d

Evaluation II

1) d 2) c 3) d 4) c 5) c

Evaluation III

1) d 2) c 3) b 4) b 5) d

Evaluation IV

1) a 2) c 3) d 4) b 5) b

READING STANDARD--B

The student will determine word meaning
from the way the word is used in a passage.

B-5: Determine word meaning using specific
context clues.

READING STANDARD B-5 – PREPARATORY SHEET 1
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

EXPLANATION: When you are reading, you do not need to stop to look up words that you do not know. You can make a good guess about the meaning of unfamiliar words. Often you can get a general idea of the meaning of a word from other words in the same sentence or paragraph. This is called using context clues.

1. **Definition Clues:** The unfamiliar word is defined in the sentence or paragraph.

Sample: We found *edible* mushrooms and also some bird's eggs that we could eat.

2. **Comparison Clues:** The unfamiliar word is compared to something familiar.

Sample: Jack was *talkative* but his sister was quiet.

3. **Experience Clues:** Your own experience may help you understand an unfamiliar word.

Sample: When the light flashed *amber* we knew it would be red soon.

4. **Contrast Clues:** An unfamiliar word is compared to something that is unlike it.

Sample: Janice likes outdoor, physical activities but Jose prefers *sedentary* hobbies.

5. **Example Clues:** One or more examples are given to help explain an unfamiliar word.

Sample: Mary carried a four leaf clover and other *amulets* that she thought were lucky.

6. **Mood Clues:** The description of the setting or of a person's emotions may help you determine the meaning of an unfamiliar word.

Sample: The *bleak, wintry* landscape with its *lifeless, barren* trees made the world seem desolate.

READING STANDARD B-5 – PREPARATORY SHEET 2
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

TEACHER DIRECTED

ACTIVITY A

DIRECTIONS: Write these sentences on the board:

Some people moved from one country to another for religious reasons.

Others left their nation for political reasons.

Still others abandoned their homeland for economic reasons.

(People emigrated for many reasons.)

Call on a student to read the first sentences in the preceding paragraph aloud. Call on another student to read the sentence in parentheses aloud. Ask a student to give a definition of the underlined word by using a phrase from each of the three preceding sentences. (moved from one country to another, left their nation, abandoned their homeland.)

ACTIVITY B

Tell the students that many times a clue to the definition of an unknown word can be found in the sentences preceding it.

Write the following paragraph on the board:

- a. The crops were destroyed by fires. Money was needed for weapons, not food. What food there was went to the soldiers. Ordinary citizens were starving.

Ask a student to read the paragraph aloud and to state the main idea. Then write this sentence on the board: The *famine* caused much hardship.

Call on a student to read this sentence aloud and give a definition of the underlined word based on a summary of the main idea.

Continue the above procedure with the following paragraphs.

- b. Frank Lloyd Wright designed schools, hotels and homes. He had definite ideas about the need for functional designs. The plans he drew-up were original, unusual, and timeless. He was a gifted architect.
- c. The teacher divided the crayons and the drawing paper among her students. She also handed out the scissors and the paste. She spent twenty minutes distributing all the art materials.

READING STANDARD B-5 – ACTIVITY SHEET 1
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Read each group of sentences. Write the meaning of the italicized word in each sentence on your own paper. At the end of each group of sentences, tell which clue type described in preparatory sheet 1 is used to find the meanings of words in that group.

1. The boy looked around *furtively* before sneaking down the hall and out the door.

2. The astronauts and their space program have helped bridge the *void* between the earth and the moon. _____
3. The workers had to *dredge* the canal and dig out and clean the lake also.

4. A magnifying glass is needed to see the tiny openings in this *porous* rock.

5. *Pollen* from flowers blows about as easily as dust. _____
6. Bill *rehearsed* for his solo performance with the same devotion that he practiced baseball. _____
7. The teacher walked into the hall and smelled an *acrid* odor, such as ammonia or vinegar.

8. *Flammable* liquids, such as gasoline and kerosene, should be used with caution.

9. He showed *anxiety* by biting his fingernails. _____
10. She went from group to group at the party, laughing and talking in her *gregarious* manner. _____

READING STANDARD B-5 – ACTIVITY 2
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Read the story first. Each italicized nonsense words is listed after the story. Choose the meaning for each that best fits the way it is used in the story. Mark the letter of your choice on your own paper.

HERO

Ed Fanning never thought of himself as a *cryb*. In fact, he used to think he was no good in emergencies. He was wrong.

Ed, 18, is a caretaker at a mobile-home park in Florida. About 1,000 elderly people live there. One day, Ed *matric* someone yell, "A car is in the canal!"

"At first, I thought someone was joking," Ed said later. "But I ran out anyway, and, sure enough, I saw this car in the water. It was halfway under. I could see a guy's head through the window. I yelled at him to get out, but he didn't move.

So Ed ran down the bank and dove into the *reld*. On the way, he ripped off his shirt, but not his heavy boots.

"I remembered the boots just before I got into the water," he said, "but there wasn't enough time to take them off. Anyway, I'm a pretty good *scrugger*, I felt I could make it with them on.

The car was about 75 feet out in the water. By the time Ed got there, it was *froalting* fast. Only about four *inches* of the windows were still above water.

"While swimming out, I kept telling the man to get out of the car. He just sort of looked at me. I guess he was in *shack*. Then I saw his head go under the water. I thought he was *zrypting*. Then something lucky happened. When I got to the car, it tilted. The window on the driver's side went under, but the window on the other side came part way up.

"So I swam around to the other side. I pulled on the door handle. It was jammed. Then I felt the man's hands on the window - under the water. The window was open just wide enough. I grabbed his hands and *fribbed* him out through the window.

"It happened just in time. The man was coughing and choking. In a few more *seconds*, he might have drowned."

Four days later, Ed went to see Mr. Simon in the hospital. Mr. Simon was still *very* sick, but he wanted to see Ed - to thank him. He told Ed that he was very proud of him. Then he gave Ed a gold *watch*. (It's waterproof!) And Mr. Simon's daughter gave Ed \$100 along with her thanks.

Ed hadn't expected any *glyzk*. But the elderly people who live in the mobile-home *park* raised some money for Ed. Local banks and the owners of the mobile-home park put up some money, too; then they *gave* it all to Ed one evening. Now Ed has enough *plynik* to start college. He had always wanted to go. But, until now, he couldn't *afford* it.

How does Ed feel about being a hero? "I never thought I could do anything like this," he said. "When I first started working here, my lawn mower caught fire. I thought it was going to blow up, so I started running. Then one of my buddies came over. He threw dirt on the fire and put it out. I felt *veltem*. I wondered, 'Why can't I keep my head in emergencies? And now this!'"

Choose the best meaning for each word as it is used in the story.

- | | | | | | |
|-----------------------|-------------|-------------|-------------|--------------|-------------|
| 1. <i>cryb</i> : | a. patroit | b. hero | c. slave | d. repairman | e. fish |
| 2. <i>matric</i> : | a. saw | b. hurried | c. listened | d. heard | e. read |
| 3. <i>reld</i> : | a. ice | b. grass | c. well | d. mattress | e. water |
| 4. <i>scrugger</i> : | a. runner | b. catcher | c. scrubber | d. swimmer | e. boater |
| 5. <i>froalting</i> : | a. sinking | b. floating | c. running | d. swimming | e. freezing |
| 6. <i>zrypting</i> : | a. sleeping | b. bathing | c. drowning | d. laughing | e. crying |
| 7. <i>fribbed</i> : | a. threw | b. chased | c. pulled | d. hung | e. roped |
| 8. <i>glyzk</i> : | a. fines | b. reward | c. fish | d. candy | e. globe |
| 9. <i>plynik</i> : | a. guts | b. time | c. money | d. catch | e. debts |
| 10. <i>veltem</i> : | a. happy | b. sleepy | c. smart | d. ashamed | e. vain |

READING STANDARD B-5 – ACTIVITY 3
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Choose the best meaning for the italicized word in each sentence below.
Write the letter of the correct answer on your own paper.

1. When the *altercation* with Paul was over, Jim did not know how the fight had started.
a. picnic b. change c. talk d. battle e. meeting
2. Jim is really *obese* since he had gained fifty pounds.
a. fat b. tall c. tired d. sleepy e. polite
3. Teenagers think the music of their parents' time is *archaic* compared to the music they listen to today.
a. old-fashioned b. simple c. expensive d. slow e. current
4. With the enemy in full view, the submarine was in danger on the surface of the water, so the order was given to *submerge*.
a. join b. go underwater c. land d. fight e. protect
5. With its engine suddenly dead, the jet plane *plummeted* to the earth like a boulder from the clouds.
a. ascended b. spread c. split d. fell e. flew
6. There are certain *requisites* for life, such as oxygen and water.
a. forms b. foods c. needs d. limits e. accidents
7. There was an *acrid* smell in the room as if mother had burned the beans.
a. dry b. sharp c. old d. ripe e. good
8. They talked in whispered voices barely *audible* above the thunder and rain beating on the roof.
a. heard b. spoken c. confused d. thought e. touched
9. Since other forms of entertainment were provided, the band played only *intermittently* during the evening.
a. once b. continuously c. first d. now and then e. way out
10. Mary tried to *augment* her allowance by baby-sitting on Friday evenings for the Fosters.
a. increase b. figure c. decrease d. divide e. spend

READING STANDARD B-5 – ACTIVITY 4
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Choose the correct definition for each of the italicized words. Write the letter of the correct answer on your own paper.

1. Tim is an *adolescent*, like most teenagers, some days he feels very grown-up, and other days he still feels like a child.
 - a. adult
 - b. teacher
 - c. teen-ager
 - d. baby

2. Mary thought about the mystery for several days but was never able to solve it. This mystery was *baffling* to Mary!
 - a. puzzling
 - b. disgusting
 - c. simple
 - d. tiring

3. Howard Smith recently bought a \$10,000 life insurance policy. He chose his wife, Susan, as his *beneficiary*. When Howard dies Susan will receive \$10,000.
 - a. a person who sells life insurance
 - b. a person who is likely to die soon.
 - c. a person who dies without leaving a will
 - d. a person who receives money or property upon death of another

4. Joan's husband, Bob Dillard, was the only *casualty* of the fire. All the other people were saved.
 - a. a person injured or killed in an accident.
 - b. a person who causes harm to others
 - c. a person who causes an accident
 - d. a person who is usually calm

5. Milk should always be kept in the refrigerator. Otherwise, it may *curdle* and be unfit to drink.
 - a. turn sweeter
 - b. turn sour
 - c. turn colder
 - d. become fresher

ACTIVITY

ANSWER

KEY

B-5 – Reading Standard

ACTIVITY 1:

- | | |
|------------------------------------|------------------------------|
| 1. suspiciously (Experience) | 6. practiced (Comparison) |
| 2. empty (Experience) | 7. sharp, stinging (Example) |
| 3. dig out, deepen (Definition) | 8. burns easily (Example) |
| 4. full of tiny holes (Definition) | 9. worry (Mood) |
| 5. fine powder (Comparison) | 10. sociable (Mood) |

ACTIVITY 2:

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) d | 3) e | 4) d | 5) a |
| 6) c | 7) c | 8) b | 9) c | 10) d |

ACTIVITY 3:

- | | | | | |
|------|------|------|------|-------|
| 1) d | 2) a | 3) a | 4) b | 5) d |
| 6) c | 7) b | 8) a | 9) d | 10) a |

ACTIVITY 4:

- | | | | | |
|------|------|------|------|------|
| 1) c | 2) a | 3) d | 4) a | 5) b |
|------|------|------|------|------|

READING STANDARD B-5 – EVALUATION I
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Choose the correct definition for each of the italicized words, and write the letter of the correct answer on your own paper.

1. The large glass of soda failed to *quench* my thirst after the long hike.
 - a. raise
 - b. satisfy
 - c. dry
 - d. arouse

2. The shark's *dorsal* fin was visible above the water.
 - a. back
 - b. underneath
 - c. broken
 - d. side

3. The water in the pool had turned green because of the presence of large amounts of *algae*.
 - a. waste material
 - b. old dead leaves
 - c. green water plants
 - d. chlorine used in a swimming pool

4. The boss was in an unusually *jovial* mood. The workers were puzzled until they discovered that he had just won a new car in the Sweepstakes.
 - a. depressed
 - b. withdrawn
 - c. impatient
 - d. good humored

5. Rob had been raising the *heifer* since it was born last spring and he hoped to bring home at least one blue ribbon from the county fair.
 - a. young cow without offspring
 - b. champion cow who has fathered many prize winners
 - c. older cow used for milking purposes
 - d. mother cow

READING STANDARD B-5 – EVALUATION II
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Choose the correct definition for each of the italicized words, and write the letter of the correct answer on your own paper.

1. According to Florida Law, school attendance is *mandatory* between the ages of seven and sixteen.
 - a. unnecessary
 - b. required
 - c. possible
 - d. likely

2. The peacock is admired for its colorful *plumage*.
 - a. feathers
 - b. colors
 - c. appearance
 - d. personality

3. Harold is a *versatile* athlete. He has earned letters in basketball, football, track and tennis.
 - a. well-known
 - b. well trained
 - c. able to do many things
 - d. very fickle

4. Cathleen *shirks* all responsibility. This week she failed to show up at a meeting which she was supposed to conduct.
 - a. avoids
 - b. assumes
 - c. shares
 - d. takes

5. Mr. Williams planned to continue fighting for the new stadium until he received an *affirmative* answer from the city council.
 - a. likely
 - b. positive
 - c. definite
 - d. negative

READING STANDARD B-5 – EVALUATION III
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Choose the correct definition for each of the italicized words, and write the letter of the correct answer on your own paper.

1. The Smiths spent a lot of money on their trip to California. It was an *extravagant* trip.
 - a. boring
 - b. expensive
 - c. extra
 - d. excellent

2. When the plane was hijacked, the passengers were not permitted to leave. They were held as *hostages*.
 - a. contacts
 - b. hosts
 - c. hostiles
 - d. captives

3. At the party the youngsters drank seven cartons of cola. They *consumed* a lot of soft drinks.
 - a. destroyed
 - b. packed
 - c. drank
 - d. conserved

4. The officer had *charge* of all the men in his regiment.
 - a. knowledge
 - b. command
 - c. awareness
 - d. fear

5. Coming down the street towards us was a very small dog on a very long leash. When we spoke to the dog's owner, he said that the dog was a *miniature* poodle and would not grow any larger.
 - a. over-sized
 - b. tiny
 - c. colossal
 - d. minimum

READING STANDARD B-5 – EVALUATION IV
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

DIRECTIONS: Choose the correct definition for each of the italicized words, and write the letter of the correct answer on your own paper.

1. Many people were confused about what the charter meant. The mayor's explanation about the new city charter did much to *clarify* the document.
 - a. enact
 - b. detach
 - c. explain
 - d. indict

2. The airplane could not spot the army truck because the netting *camouflaged* it.
 - a. separated
 - b. covered
 - c. isolated
 - d. disguised

3. Government officials saw the destruction the hurricane had caused and declared the storm a *catastrophe*.
 - a. disaster
 - b. success
 - c. enemy
 - d. illusion

4. The airplane had just left the ground when it caught fire. The pilot had to *abandon* his burning plane and jump to safety.
 - a. leave
 - b. land
 - c. crash
 - d. fly

5. Orlando is a tourist area. Hotels and motels are filled. *Vacancies* are hard to find.
 - a. street lights
 - b. empty rooms
 - c. large rooms
 - d. firm reservations

EVALUATION ANSWER KEY

B-5 — Reading Standard

EVALUATION 1:

1) b

2) a

3) c

4) d

5) a

EVALUATION 2:

1) b

2) a

3) c

4) a

5) b

EVALUATION 3:

1) b

2) d

3) c

4) b

5) b

EVALUATION 4:

1) c

2) d

3) a

4) a

5) b

READING STANDARD--C

The student will determine word meaning from a knowledge of word parts as used in a given context.

C-6: Associate contractions with their component words in a given context.

READING STANDARD C-6 – PREPARATORY SHEET 1
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

People have a tendency to shorten words and run them together. The listed contractions are frequently heard in speech. They are also used when writing dialogue or poetry.

Study the Contraction Chart provided.

CONTRACTION CHART

CONTRACTION	MEANING	USE
n't	not	with the following verbs: is, was, have, do, can, has, had, did, does, should, are, will, would, could
isn't	Ordinarily, the word not is shortened to n't and added to a verb without any change in the spelling of the verb. The exceptions are starred*	is not
wasn't		was not
haven't		have not
don't		do not
can't*		cannot
hasn't		has not
hadn't		had not
didn't		did not
doesn't		does not
shouldn't		should not
aren't		are not
won't*		will not
wouldn't		would not
couldn't		could not
'm	am	am with the pronoun I
I'm		I am
've	have	with the pronoun I, we, you, they
I've		I have
we've		we have
you've		you have
they've		they have
'll	will, shall	with the pronouns I, we, you, he, she, it, they
I'll		I will or shall
we'll		we will or shall
you'll		you will or shall
he'll		he will or shall
she'll		she will or shall
it'll		it will or shall
they'll		they will or shall

READING STANDARD C-6 – PREPARATORY SHEET 1
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

(Cont.)

CONTRACTION CHART

CONTRACTION	MEANING	USE
's it's that's what's he's she's who's there's where's	is	with the words it, that, what, he, she, who, there, where it is (don't confuse this with its) that is what is he is she is who is (not whose) there is where is
're we're you're they're	are	with the pronoun we, you, they we are you are they are
't 'tis 'twas 'twere	it	with the verbs is, was, were it is it was it were
'd I'd we'd you'd he'd she'd it'd they'd	would, should	with the pronouns I, we, you, he, she, it, they I would or should we would or should you would or should he would or should she would or should it would or should they would or should

***Remember: Do not confuse contractions with possessive pronouns. Study the following lists.**

Contractions

Who's playing? (Who is)
 It's growing. (It is)
 You're the boss. (You are)
 There's a fish. (There is)
 They're white cats. (They are)

Possessive Pronouns

Whose play is it?
 Watch its growth.
 Your boss telephoned.
 That fish is theirs.
 Their cats are white.

READING STANDARD C-6 – PREPARATORY SHEET 2
 ■ ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
 IN A GIVEN CONTEXT

ACTIVITY A

Using newspapers, magazines, comic books, or your literature textbooks, list the contractions you find and then the two words that make up that contraction.

ACTIVITY B: Read the following:

Let's go to the pep rally tonight. I've heard that there'll be a lot of new cheers. Herb's going and so's Veronica. I'd like to go and wear Sally's cheerleading outfit. I don't think she'd mind too much since she can't go. Doesn't that sound like a good idea to you?

Write the words which are contractions on your own paper. Also write the two words that make up the contractions.

ACTIVITY C

Study these less commonly used contractions and write the two words they stand for.

- | | |
|-------------|--------------|
| 1. mustn't | 9. 'tis |
| 2. shan't | 10. e'en |
| 3. there'd | 11. would've |
| 4. these'll | 12. e'er |
| 5. 'twill | 13. could've |
| 6. who've | 14. might've |
| 7. needn't | 15. daren't |
| 8. o'er | 16. this'll |

ACTIVITY D

Using a strip of paper prepare the following: Show how letters are repeated, but that apostrophe takes the place of omitted letters.



READING STANDARD C-6 – ACTIVITY 1
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Number 1-10 on your paper. If a sentence below has a contraction without an apostrophe, copy the contraction and add a correctly placed apostrophe. If a sentence is correct as it stands, write a C after the number.

1. I'll be there on time.
2. Ill be there on time.
3. Didn't you know that?
4. "Schools out!" she yelled.
5. Schools were notified.
6. She lets us win.
7. Lets win this game.
8. Its four oclock.
9. Whos calling, please?
10. The gold rush was in 49.

READING STANDARD C-6 – ACTIVITY 2
 ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
 IN A GIVEN CONTEXT

DIRECTIONS: In the numbered blanks, write the letters that are missing from the contractions in this paragraph. For example, if you came across the contraction *didn't*, you would write an o in the blank. Be sure to write the letters in order. Then transfer each letter to the blank or blanks in the grid that have the same number. If you fill in the grid correctly, you will have a word ladder in which each word differs from its neighbor by only one letter.

We've become so accustomed to wearing shoes that we're almost never seen without them.

But we'd be better off if we didn't wear shoes all the time. It's been discovered by doctors that it's shoes that're often the cause of such problems as corns, calluses, and ingrown toenail. One doctor says, "I'm convinced that you'll have stronger, healthier feet if you go barefoot at least part of the time.

Indian and Pakistani field hockey teams used to play barefoot, but that's no longer their policy. They'd been injured so often by the cleats of opposing teams that they finally said,

"We'll be better off if we wear shoes."

1 2 3 4 5 6 7 8 9 10 11 12
 13 14 15 16 17 18 19 20

5 14 7
 8 11 7
 2 20 7
 1 3 15 7
 9 10 6 7
 17 13 7 7
 4 18 7 7
 14 11 7 7
 16 7 7
 12 7 7
 10 19 7

READING STANDARD C-6 – ACTIVITY 3
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Locate the contractions in the following sentences and write the two words following it that have the same meaning on your own paper.

1. I'm going to the football game with John. (I am, I was)
2. They've given us money to buy a new car. (They are, They have)
3. Toby said he'll meet you at the pizza parlor at 6 o'clock. (he will, he would)
4. Did you find out who's going to the concert? (who would, who is)
5. I can't understand why you did that. (could not, can not)
6. They're coming to our house for Thanksgiving. (They are, They will)
7. I'd like to go to the party with you. (I would, I did)
8. Shouldn't you be doing your homework? (Should not, Should have)
9. We're hoping to move into our new house this week. (We have, We are)
10. You've learned your lesson well. (You are, You have)

READING STANDARD C-6 – ACTIVITY 4
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Match the contraction with the component words. Write the letter of the correct answer on your paper.

- | | |
|---|---|
| 1. He will go to the store for you.

a. He'd
b. He'll
c. He's
d. He'll | 6. It would be great if you could come too.

a. It's
b. It'd
c. Its
d. It'll |
| 2. Has not she come yet?

a. Hasn't
b. Has'nt
c. Has've
d. Hasnt' | 7. Have not you gotten your Christmas tree?

a. Havn't
b. Havent'
c. Haven't
d. Have'nt |
| 3. We have grown up together.

a. We'll
b. We're
c. We've
d. Weve' | 8. I am working at Burger King tonight.

a. Im'
b. I've
c. I'm
d. I'll |
| 4. That is just the right amount of sugar.

a. Thats'
b. That's
c. That'll
d. That's | 9. That is what happens when you fall in love.

a. That's
b. That'll
c. Thats'
d. That'd |
| 5. They are going to London next month.

a. They're
b. They've
c. They'll
d. Their | 10. You are the only one I told.

a. You'll
b. You've
c. Your
d. You're |

READING STANDARD C-6 – ACTIVITY 5
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

A. DIRECTIONS: Write the contractions for the following words on your own paper.

- | | |
|-------------|---------------|
| 1. is not | 9. we are |
| 2. I am | 10. had not |
| 3. you have | 11. they have |
| 4. can not | 12. she will |
| 5. it will | 13. it is |
| 6. what is | 14. he would |
| 7. will not | 15. who is |
| 8. there is | |

B. DIRECTIONS: Write the words that make-up the following contractions on your own paper.

- | | |
|------------|--------------|
| 1. wasn't | 9. I'd |
| 2. we've | 10. aren't |
| 3. don't | 11. I've |
| 4. they'll | 12. he'll |
| 5. that's | 13. he's |
| 6. who's | 14. she'd |
| 7. haven't | 15. couldn't |
| 8. they're | |

ACTIVITY

ANSWER

KEY

C-6 – Reading Standard

ACTIVITY 1:

- | | | | | |
|------|----------|---------|-------------|---------|
| 1) C | 2) I'll | 3) C | 4) School's | 5) C |
| 6) C | 7) Let's | 8) It's | 9) Who's | 10) '49 |

ACTIVITY 2:

h	a	a	w	o	u	l	o	h	a
1	2	3	4	5	6	7	8	9	10

i	a	a	w	i	i	h	a	w	i
11	12	13	14	15	16	17	18	19	20

o	w	i
5	14	7

a	i	i
12	7	7

o	i	i
8	11	7

a	w	i
10	19	7

a	i	i
2	20	7

h	a	i	i
1	3	15	7

h	a	u	i
9	10	6	7

h	a	i	i
17	13	7	7

w	a	i	i
4	11	7	7

w	i	i	i
14	11	7	7

i	i	i
16	7	7

ACTIVITY

ANSWER

KEY

C-6 – Reading Standard (continued)

ACTIVITY 3:

- | | | | | |
|-------------|--------------|---------------|-----------|--------------|
| 1) I am | 2) They have | 3) he will | 4) who is | 5) can not |
| 6) They are | 7) I would | 8) Should not | 9) We are | 10) You have |

ACTIVITY 4:

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) a | 3) c | 4) d | 5) a |
| 6) b | 7) c | 8) c | 9) a | 10) d |

ACTIVITY 5:

- A.
1. isn't
 2. I'm
 3. You've
 4. can't
 5. it'll
 6. what's
 7. won't
 8. there's
 9. we're
 10. hadn't
 11. they've
 12. she'll
 13. it's
 14. he'd
 15. who's

- B.
1. was not
 2. we have
 3. do not
 4. they will
 5. that is
 6. who is
 7. have not
 8. they are
 9. I would
 10. are not
 11. I have
 12. he will
 13. he is
 14. she would
 15. could not

READING STANDARD C-6 – EVALUATION 1
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Match the italicized words with the component contractions. Write the letter of the correct answer on your paper.

1. *She is* going if she has her work completed in time.

- a. she's
- b. she'd
- c. she'll
- d. shes'

2. *They would* like to enter the contest.

- a. theyw'd
- b. they've
- c. they'd
- d. they'll

3. *He will not* be able to go unless he gets his car fixed.

- a. we've
- b. won't
- c. we're
- d. wouldn't

4. *We have* been studying about the imaginary pole around which the earth turns, called the axis.

- a. We've
- b. We're
- c. We'll
- d. We'd

5. *They are* learning about the octopus, one of the most frightening of all the sea animals.

- a. They've
- b. They'll
- c. They're
- d. They'd

READING STANDARD C-6 – EVALUATION II
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Match the contraction with the component words.

1. *Here's* a paragraph telling about the chief sources of heat energy being the fuels found in the earth.

- a. He will
- b. Here was
- c. Here is
- d. He is

2. *Doesn't* an insect have six legs and a spider eight?

- a. Does not
- b. Do not
- c. Will not
- d. Should not

3. Tomorrow *she'll* tell us about the migration of birds.

- a. she is
- b. she was
- c. she will
- d. she should

4. *We've* found out about animals that lived long ago through fossils which have been dug up.

- a. We had
- b. We have
- c. We are
- d. We will

5. *We couldn't* live if the air we breathe did not have oxygen in it.

- a. can not
- b. could not
- c. it is
- d. could have

READING STANDARD C-6 – EVALUATION III
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Match the contraction with the component words. Write the letter of the correct answer on your paper.

1. There is a proverb that says, "Where *there's* a will, *there's* a way."

- a. there was
- b. there is
- c. there would
- d. there will

2. You *should've* put an antiseptic on the cut to kill the germs.

- a. should have
- b. shall have
- c. should not
- d. shall not

3. You *musn't* look directly at the sun with your naked eye.

- a. should not
- b. must not
- c. can not
- d. must not

4. *Isn't* that your sister?

- a. is it
- b. is not
- c. was not
- d. was it

5. *They'll* take your order now.

- a. they have
- b. they are
- c. they will
- d. they should

READING STANDARD C-6 – EVALUATION IV
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS
IN A GIVEN CONTEXT

DIRECTIONS: Match the contraction with the component words. Write the letter of the correct answer on your own paper.

1. *Where'll* we get the information?
 - a. Where is
 - b. Where are
 - c. Where will
 - d. Where was

2. *I've* got some investigating to do.
 - a. I have
 - b. I am
 - c. I was
 - d. I will

3. *That's* going to be quite a chore.
 - a. That was
 - b. That is
 - c. That will
 - d. That did

4. *I'd* best get started.
 - a. I am
 - b. I will
 - c. I would
 - d. I had

5. *I wouldn't* have been able to complete it without you.
 - a. would do
 - b. would be
 - c. would not
 - d. would so

EVALUATION

ANSWER

KEY

C-6 – Reading Standard

EVALUATION 1:

1) a 2) c 3) b 4) a 5) c

EVALUATION 2:

1) c 2) a 3) c 4) b 5) b

EVALUATION 3:

1) b 2) a 3) b 4) b 5) c

EVALUATION 4:

1) c 2) a 3) b 4) d 5) c

C-7: Associate the appropriate derived words
(prefixes and suffixes) in a given
context.

READING STANDARD C-7 – PREPARATORY SHEET 1
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

EXPLANATION: A general knowledge of how words are put together can often help get at the meaning of an unfamiliar term. The *root* is the basic element that gives the word its meaning. Many words are made up of a *prefix* and a *root* (recall), a *suffix* and a *root* (skyward), a *root* and two *suffixes* (carelessly) or all *three word parts* (inexcusable).

A *prefix* precedes the root and changes the root's meaning somewhat.

A *suffix* follows the root and makes it possible for the root to function as a noun or a verb or an adjective or an adverb.*

*Teacher's Note: If students do not understand these grammatical concepts further preparatory work will be necessary in relating parts of speech to suffixes.

Study the following charts and use them when you come across unknown words containing affixes (prefixes and suffixes): pay particular attention to which suffixes function as which parts of speech. Use your dictionary to look up the sample words. Write a definition for each on your own paper.

PREFIXES:

ante - before	antedated
anti - against	antiseptic
bi - two, twice	bimonthly
com/con - with	contain
de - from	derail
dis - the opposite of	disagree
en - to make	enlarge
ex - out of	export
in, im - not	inanimate, impossible
in, into	
inter- between	interrelationship
mis - wrong	misspell
pre- before	prepay
post - after	postoperative
re - again, back, backward	repeat
sub - below	subconscious
super - over, above	superstructure
trans - change	transfer
tri - three	tricycle
un - not	unopened
uni - one, single	unilateral

READING STANDARD C-7 – PREPARATORY SHEET 1
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

(Cont.)

SUFFIXES:

able - capable of being	workable (adj.)
ance - the action of	guidance (n.)
ate - no special meaning, make words part of a verb	considerate (adj.)
ed - past time, something has already happened	worked (v.)
er, or- one who	worker (n.)
ful - full of	powerful (adj.) (n.)
ing - state of, result of	being (v.) (n., adj.)
ion, tion - condition of	instruction (n.)
ist - a person who does	artist (n.)
ish - somewhat	darkish (adj.)
ity - state or condition of	humidity (n.)
ire - having the nature of (adj.)	humanize (v.)
ize - cause to become like	careless (adj.)
less - state of being without	enjoyment (n.)
ment- state of condition	brightness (n.)
ness - condition of being	joyous (adj.)
ous - full of	
s - more than one (adj.)	backward (adv.)
ward - in a -- direction	warmly (adv.)
y, -ly - like, in a certain way	

SUMMARY CHART OF HOW SUFFIXES USUALLY FUNCTION

Adjectives	Adverbs	Nouns	Verbs
able		ance	ate
ful	ward	er, or	ed
ish	y. ly	ion, tion	ing
ive		ist	ize
less		ity	
ous		ment	
s		ness	

READING STANDARD C-7 – ACTIVITY 1
ASSOCIATE THE APPROPRIATE DERIVED WORDS
(PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

DIRECTIONS: Write the root word for each of the following groups of words on your own paper. Note: The root is the basic element that gives the word its meaning.

1. satisfied
satisfying
dissatisfied
satisfaction

2. unsafe
safety
safer
safest

3. uncooked
precook
overcook
cooking

4. antiwar
prewar
warring
warred

5. economical
economize
uneconomical
economic

6. flattering
flattered
flatters
unflattering

7. upholstered
upholstery
reupholster
reupholstered

8. misunderstood
understanding
understandable
understandably

9. imperfect
imperfection
perfection
perfecting

10. unjustified
justified
justifiable
justification

READING STANDARD C-7 – ACTIVITY 2

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence and write the letter of the word on your paper. (Use your prefix chart to help figure out the meanings);

1. I felt _____ with the finished project.
a. antisatisfied b. resatisfied c. dissatisfied d. desatisfied
2. The bridge was declared _____.
a. unsafe b. dissafe c. antisafe d. presafe
3. _____ the rice before adding it to the meat.
a. Uncook b. Overcook c. Noncook d. Precook
4. The _____ protest was peaceful and well organized.
a. unwar b. prewar c. antiwar d. diswar
5. All of the manufacturer's products were sent out of the country; they were _____.
a. imported b. reported c. exported d. deported
6. Judy could never spell correctly; she would always _____ at least one word on her paper.
a. repel b. misspell c. dispel d. prespell
7. Mrs. Alvarez decided to _____ the threadbare chair.
a. unupholster b. reupholster c. preupholster d. overupholster
8. John _____ the question and answered it incorrectly.
a. misunderstood b. disunderstood c. overunderstood d. malunderstood
9. The tires were marked down because they were _____.
a. unperfect b. misperfect c. imperfect d. antiperfect
10. He considered the severe punishment to be _____.
a. overjustified b. misjustified c. rejustified d. unjustified

READING STANDARD C-7 – ACTIVITY 3

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence and write the letter of the word on your paper. (Note: Remember to check what part of speech should fit in the blank - refer to suffix chart.)

1. Chris thought the new comedy was _____.
a. hilarity b. hilarliness c. hilarious d. hilarily
2. The telephone was _____ out of order.
a. temporarily b. tempority c. temporary d. temporalical
3. The _____ to go off the diet was too great.
a. temptage b. temptful c. temptliness d. temptation
4. Michael liked to _____ various public figures.
a. impersonal b. impersonate c. impersonally d. impersonless
5. Due to a _____ the operation lasted longer than expected.
a. complicable b. complicatedly c. complicaness d. complication
6. The family had recently moved from a rather _____ neighborhood.
a. fashionable b. fashionless c. fashionly d. fashionful
7. Buying food in larger packages can be _____.
a. economically b. economy c. economiful d. economical
8. The victim was in _____ condition by the time the ambulance reached the hospital.
a. critically b. criticful c. critical d. criticky
9. The icy roads made driving _____.
a. hazardly b. hazardless c. hazardsome d. hazardous
10. He was _____ of repairing the car.
a. incapical b. incapable c. incapably d. incaplessly

READING STANDARD C-7 – ACTIVITY 4

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence and write the letter on your paper. (Refer to prefix and suffix chart.)

1. The motorcycle ended the race _____.
a. safety b. safeable c. safely d. safeness
2. He has an appointment for a job _____ on Monday.
a. preview b. review c. overview d. interview
3. A _____ in English literature was given after the unit had been studied.
a. bi-test b. post-test c. poly-test d. pre-test
4. Winning the football conference created _____ in the school.
a. happiness b. happily c. happier d. happiest
5. The rent on the apartment must be _____ before you are given the key.
a. overpaid b. prepaid c. unpaid d. repaid
6. Woody read each question _____.
a. thoughtful b. thoughtfulness c. thoughtless d. thoughtfully
7. The students were _____ with their short lunch period.
a. discontented b. postcontented c. precontented d. uncontented
8. The football player taped his ankles to _____ injuries.
a. invent b. convent c. prevent d. advent
9. The newspaper had printed _____ information which caused everyone to arrive late.
a. correctly b. incorrect c. correctness d. correcting
10. Gloria's _____ over not being allowed to go skateboarding was evident.
a. displeasure b. unpleasure c. prepleasure d. repleasure

ACTIVITY

ANSWER

KEY

C-7 – Reading Standard

ACTIVITY 1:

- | | |
|------------|---------------|
| 1) satisfy | 6) flatter |
| 2) safe | 7) upholster |
| 3) cook | 8) understand |
| 4) war | 9) perfect |
| 5) economy | 10) justify |

ACTIVITY 2:

- | | |
|---------------------|----------------------|
| 1) dissatisfied (C) | 6) misspell (B) |
| 2) unsafe (A) | 7) reupholster (B) |
| 3) precook (D) | 8) misunderstood (A) |
| 4) antiwar (C) | 9) imperfect (C) |
| 5) exported (C) | 10) unjustified (D) |

ACTIVITY 3:

- 1) hilarious (C)
- 2) temporarily (F)
- 3) temptation (D)
- 4) impersonate (G)
- 5) complication (D)
- 6) fashionable (F)
- 7) economical (D)
- 8) critical (H)
- 9) hazardous (D)
- 10) incapable (G)

ACTIVITY 4:

- | | |
|------------------|---------------------|
| 1) safely (C) | 6) thoughtfully (D) |
| 2) interview (D) | 7) discontented (A) |
| 3) post-test (B) | 8) prevent (C) |
| 4) happiness (A) | 9) incorrect (B) |
| 5) prepaid (B) | 10) displeasure (A) |

READING STANDARD C-7 – EVALUATION I
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence and write the letter of the answer on your paper.

1. John's hands were _____.
 - a. reclean
 - b. unclean
 - c. cleanliness
 - d. cleanly

2. Mary has been _____ since the death of her grandfather.
 - a. happily
 - b. happiness
 - c. unhappy
 - d. unhappily

3. The teacher asked Harry to _____ his paper.
 - a. redo
 - b. undo
 - c. done
 - d. undoing

4. There is a _____ flight from Miami to Orlando.
 - a. stop
 - b. nonsense
 - c. nonstoply
 - d. nonstop

5. His _____ will not go unnoticed.
 - a. cruelty
 - b. cruelly
 - c. uncruel
 - d. cruel

READING STANDARD C-7 – EVALUATION II
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence, and write the letter of the answer on your paper.

1. Deborah sang _____ at the concert last night.
 - a. beautiful
 - b. beauty
 - c. beauteous
 - d. beautifully

2. It was _____ that Bob was unable to attend the ceremony.
 - a. unfortunate
 - b. fortune
 - c. fortunely
 - d. fortunately

3. My husband enjoys watching football on television because of the instant _____.
 - a. play
 - b. replays
 - c. playful
 - d. unplay

4. My son Casey greatly _____ spinach.
 - a. like
 - b. dislikes
 - c. likely
 - d. unlikely

5. Peggy's paper was returned because it was _____.
 - a. recomplete
 - b. discomplete
 - c. incomplete
 - d. completes

READING STANDARD C-7 – EVALUATION III
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence and write the letter of the answer on your paper.

1. It is _____ to go out alone at night.
 - a. safely
 - b. sr fety
 - c. unsafe
 - d. unsafely

2. Losing credit in the course made Chris _____.
 - a. dishappy
 - b. happy
 - c. unhappily
 - d. unhappy

3. Joe was _____ to write the sentence just right.
 - a. careful
 - b. carefully
 - c. careless
 - d. carelessly

4. Joe treated his friend very _____.
 - a. kind
 - b. kindness
 - c. kindly
 - d. kindness

5. The girls felt _____ when they were not allowed to play ball with the boys.
 - a. repleasure
 - b. displeasure
 - c. unpleasure
 - d. depleasure

READING STANDARD C-7 – EVALUATION IV
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

DIRECTIONS: Select the correct word to complete each sentence, and write the letter of your answer on your paper.

1. They spent a _____ two weeks at the beach.
 - a. peacefulness
 - b. peacefully
 - c. peaceful
 - d. peace

2. The play was a huge success much to the _____ of the actors.
 - a. relight
 - b. delight
 - c. enlight
 - d. enlighten

3. Since her broken leg is healed, she no longer feels any pain, only a slight _____.
 - a. comfort
 - b. comfortable
 - c. comforting
 - d. discomfort

4. Noise _____ is very bad in some cities.
 - a. pollute
 - b. pollution
 - c. polluting
 - d. unpolluted

5. Alan _____ the law by speeding.
 - a. obeying
 - b. disobeying
 - c. disobeyed
 - d. obeys

EVALUATION ANSWER KEY

C-7 – Reading Standard

EVALUATION 1:

1) b 2) c 3) a 4) d 5) a

EVALUATION 2:

1) d 2) a 3) b 4) b 5) c

EVALUATION 3:

1) c 2) d 3) a 4) c 5) b

EVALUATION 4:

1) c 2) b 3) d 4) b 5) c

C-8: Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

READING STANDARD C-8 – PREPARATORY SHEET 1

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

EXPLANATION: Inflected words are those words which convey (usually by the addition of -s, -'s, -es, -er, -est, -ed) plurality, possession, comparison, or a change in tense.

Following is a brief description of what each of the latter terms mean:

- A. **PLURALITY** - When a word refers to more than one. (ship, ships) (Preparatory sheet 1)
- B. **POSSESSION** - Shows ownership or relationship. (Gail's dress) (Preparatory sheet 2)
- C. **COMPARISON** - Showing how one item relates to another. (bigger, biggest) (Preparatory sheet 3)
- D. **TENSE** - The time expressed by a verb. (rush, rushed, will rush) (Preparatory sheet 4)

Now let's look at each item separately.

A. PLURALITY: (PLURALS)

1. To form the plural of most nouns, just add an s.

sticks	cows	bikes	drinks
stones	dogs	skates	snacks

2. When the singular ends in s, sh, ch, x, or z, add es.

busses	ashes	foxes
classes	lunches	buzzes

3. When the singular noun ends in y with a consonant before it, change the y to i, and add es.

fly to flies	penny to pennies
pony to ponies	candy to candies

READING STANDARD C-8 – PREPARATORY SHEET 1

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

(Cont.)

4. For most nouns ending in f or fe, add s. For some nouns ending in f or fe, however, change the f to v and add es or s.

belief to beliefs	thief to thieves	leaf to leaves
chief to chiefs	knife to knives	half to halves
roof to roofs	wife to wives	shelf to shelves
dwarf to dwarfs	life to lives	elf to elves

5. When the singular ends in o, add s.

studios radios stereos

If the o is preceded by a consonant, add es.

echoes heroes tomatoes potatoes

Exception: banjos

6. Some nouns are the same for both singular and plural.

deer trout sheep moose salmon

7. Some nouns form their plurals in special ways.

mouse to mice	man to men	tooth to teeth
goose to geese	woman to women	foot to feet
	child to children	

READING STANDARD C-8 – PREPARATORY SHEET 2

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

B. POSSESSION:

Study these examples:

These are my sister's books.
Who owns the books? my *sister*

Sally's friend called.
Whose friend called? the friend of *Sally*

This is the boy's car .
Who owns the car? the *boy*

What has been added to the nouns *sister*, *Sally*, and *boy*?

Adding 's makes the nouns show ownership, or possession. We call *sister's*, *Sally's*, and *boy's* possessive nouns.

A possessive nouns shows possession of the noun that follows.

MAKING SINGULAR NOUNS SHOW POSSESSION

To make a singular noun show possession, add an apostrophe and s.

Singular Noun	Possessive Noun
doctor	doctor's
James	James's
Ms. Alvarez	Ms. Alvarez's

MAKING PLURAL NOUNS SHOW POSSESSION

These are two rules to remember for making a plural noun show possession.

1. If the plural noun ends in s, simply add an apostrophe after the s.

Plural Noun	Possessive Noun
workers	workers'
nurses	nurses'
surgeons	surgeons'

2. If the plural noun does not end in s, add an apostrophe and an s after the apostrophe.

Plural Noun	Possessive Noun
men	men's
women	women's
children	children's

READING STANDARD C-8 – PREPARATORY SHEET 3
 ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
 COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

C. COMPARISON (COMPARATIVES AND SUPERLATIVES)

1. When you compare two people, places, or things, you usually add -er to the adjective.

small + er = smaller	crazy + er = crazier
large + er = larger	funny + er = funnier

(If the adjective ends in e, you drop the e before adding -er. If the adjective ends in y, change the y to i before adding -er.)

2. When you compare three or more people, places, or things, you usually add -est to the adjective.

small + est = smallest	crazy + est = craziest
large + est = largest	funny + est = funniest

If the adjective ends in e, drop the e before adding -est. If the adjective ends in y, change the y to i before adding -est.

USING MORE AND MOST IN COMPARISONS

You do not always add -er or -est to make comparisons. If the adjective is a long one, use more and most instead of adding -er and -est.

Leroy has been *more careful* since the accident.
 Katrina was the *most careful* of the three girls.

My work is *more difficult* than yours.
 This is the *most difficult* test of all.

Here are the rules for using long adjectives in comparisons:

1. Use more when comparing two persons, places or things.

more difficult	more terrible	more dangerous
----------------	---------------	----------------

2. Use most when comparing three persons, places, or things.

most difficult	most terrible	most dangerous
----------------	---------------	----------------

READING STANDARD C-8 – PREPARATORY SHEET 3

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

(Cont.)

Use only one form of comparison at a time. If you use -er or -est, do not use *more* or *most* in the same comparison. You should not say, "My cousin is *more bigger* than I am." Instead, you should say, "My cousin is *bigger* than I am." What about this sentence: "Our dog is the *most smartest* dog on the block." This sentence is incorrect. It should be "Our dog is the *smartest* dog on the block."

THE FORMS OF GOOD AND BAD

A few adjectives change to completely new words when they are used in comparisons. Here are two important adjectives of this kind:

good	better	best
bad	worse	worst

Read these examples:

My father is a *good* bowler.

The weather is *bad* today.

Doug is a *better* pitcher than Dan.

Will tomorrow's storm be *worse* than this?

Is Patty the *best* swimmer in the class?

The blizzard in Chicago was the *worst* storm this year.

READING STANDARD C-8 – PREPARATORY SHEET 4
ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

D. TENSE (VERB INFLECTIONS)

The four principal parts of a verb are the *present* (infinitive), the *present participle*, the *past* and the *past participle*.

The four principal parts of the verb *walk*, for example are:

walk (present)
walking (present participle)
walked (past)
(have) walked (past participle)

Samples:

I *walk* to the store after school.
I am *walking* to the store now.
I *walked* to the store this morning.
I have *walked* to the store.

To help you decide which form to use, follow these clues.

CLUES:

1. The past tense usually ends with d or ed.
2. The present and past participle have helping verbs before them- am, is, are, has, have, had, etc.

*Teacher Note: Make sure students know how to conjugate a verb first.

Since so many English verbs are regular, we naturally tend to make some irregular verbs follow the same pattern. However, you should avoid such forms as *throwed*, *knowed*, *bursted*, or *blowed*, which are regarded as nonstandard. If you are in doubt about the parts of a verb, consult your dictionary, which lists the principal parts of irregular verbs.

Study the following list before attempting the exercises.

READING STANDARD C-8 – PREPARATORY SHEET 4
 ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
 COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

(Cont.)

Irregular Verbs Frequently Misused

Infinitive	Present Participle	Past	Past Participle
begin	beginning	began	(have) begun
blow	blowing	blew	(have) blown
break	breaking	broke	(have) broken
bring	bringing	brought	(have) brought
burst	bursting	burst	(have) burst
choose	choosing	chose	(have) chosen
come	coming	came	(have) come
do	doing	did	(have) done
drive	driving	drove	(have) driven
eat	eating	ate	(have) eaten
fall	falling	fell	(have) fallen
freeze	freezing	froze	(have) frozen
give	giving	gave	(have) given
go	going	went	(have) gone
know	knowing	knew	(have) known
ride	riding	rode	(have) ridden
ring	ringing	rang	(have) rung
run	running	ran	(have) run
see	seeing	saw	(have) seen
shrink	shrinking	shrank	(have) shrunk
speak	speaking	spoke	(have) spoken
steal	stealing	stole	(have) stolen
swim	swimming	swam	(have) swum
take	taking	took	(have) taken
throw	throwing	threw	(have) thrown
write	writing	wrote	(have) written

READING STANDARD C-8 – ACTIVITY 1

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Correctly write the plural of each of the following words on your own paper.
You may refer back to the rules on Preparatory Sheet 1.

- | | |
|--------------|---------------|
| 1. veto | 16. butterfly |
| 2. hobo | 17. copy |
| 3. torpedo | 18. donkey |
| 4. soprano | 19. relay |
| 5. shampoo | 20. lady |
| 6. giraffe | 21. amateur |
| 7. knife | 22. speech |
| 8. life | 23. branch |
| 9. chef | 24. watch |
| 10. thief | 25. cafeteria |
| 11. jalopy | 26. dollar |
| 12. day | 27. wall |
| 13. quantity | 28. tongue |
| 14. lullaby | 29. ax |
| 15. ally | 30. guess |

READING STANDARD C-8 – ACTIVITY 2

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

A. DIRECTIONS: Copy the italicized words and make them show possession. Write your answers on your own paper.

1. *Richard* hobby is collecting *ballplayers* autographs.
2. I left my checkbook at the *dentist* office.
3. The veterinarian gently felt the *dog* paw.
4. The *girl* books fell out of the basket of her bike.
5. Where are the *children* clothes?
6. My two *brothers* toys were all over the living room floor.
7. *Tammy* little sister doesn't listen to her.
8. The *girls* team won the trophy.
9. In my *uncle* store they sell *men* and *ladies* watches.
10. *Rosa* league beat *Dwayne* league in bowling.

B. DIRECTIONS: In each sentence one noun is italicized. Write the possessive form of each italicized noun. (Write the word first. Then add the apostrophe or apostrophe and s.)

1. Tina and Betty were borrowing their *mothers* perfumes.
2. I found my *father* tie.
3. Where are the *women* purses?
4. Which department sells *babies* pajamas?
5. We found *George* wallet.

READING STANDARD C-8 – ACTIVITY 3

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

A. DIRECTIONS: Number 1-10 on your paper. Choose the correct word in parentheses, and write it after the corresponding number.

1. (*Ones, One's, Ones'*) feelings should not take the place of careful judgment.
2. (*Eithers, Either's, Eithers'*) project may win the contest.
3. Ms. Adams, (*who's, whose*) mother is a judge, often visits the courtroom.
4. (*Everybodys, Everybody's, Everybodys'*) suggestions will be included.
5. The team was proud of (*its, it's*) winning record.
6. That old car of (*theirs, their's*) is worthless.
7. Were (*anyone's, anyones'*) sneakers left in the locker room yesterday?
8. (*Yours, Your's*) is more interesting than mine.
9. (*Who's, Whose*) book is that?
10. The error is probably (*ours, our's*).

B. DIRECTIONS: Some words in each of the following sentences are incorrect. Correct the incorrect words in the sentence and write them on your paper.

Example: Marie's mother is one of the judge's in the Art Museums' contest.
judges, Museum's

1. My oldest sisters' twin daughters say that the new play room is a favorite place of their's.
2. One of Archimedes' achievements was the theory that explains a leyers' mechanics.
3. Mrs. Chans' banquet honored her employees' wives and husbands.
4. In six month's time, those student's behavior has greatly improved.
5. The children's report cards were signed by all their teachers'.
6. Everybodys' ideas seem better than ours.
7. The fire fighters' actions kept the damage in yesterdays' fire to a minimum.
8. Alan's mother gave him fifty dollar's worth of motorcycle equipment.
9. Who's turn is it to read aloud Edgar Allen Poe's poem "The Raven"?
10. Mrs. Perez, my best friends mother, is a member of DAR, the Daughters of the American Revolution.

READING STANDARD C-8 – ACTIVITY 4

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

A. DIRECTIONS: Using the following words, make four columns on your own paper. Head the columns *Singular*, *Singular Possessive*, *Plural*, and *Plural Possessive*, and write those forms of each word. Add a suitable noun to follow each word in the possessive case. If you do not know how to spell the plural form of any of these words, use your dictionary.

- | | |
|-----------|------------|
| 1. her | 6. guard |
| 2. umpire | 7. doctor |
| 3. dollar | 8. salmon |
| 4. jockey | 9. lady |
| 5. woman | 10. cousin |

B. DIRECTIONS: Copy and correctly punctuate the following phrases. If a phrase does not need an apostrophe, write C (for correct) after its number on your paper.

- | | |
|---------------------------------|------------------------------|
| 1. suggestions of theirs | 11. Sandy and Ellens bicycle |
| 2. in two years time | 12. several friends advice |
| 3. from the mouths of babes | 13. letters from friends |
| 4. children's wisdom | 14. worth forty cents |
| 5. the boys at school | 15. forty cents worth |
| 6. Randolph Company's sale | 16. an hours drive |
| 7. Jessica's and Beryls posters | 17. the fire fighters dance |
| 8. six weeks time | 18. a freshmans ideas |
| 9. last weeks fight | 19. the keys to the car |
| 10. a months salary | 20. Vickeys car keys |

READING STANDARD C-8 – ACTIVITY 5

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Number your paper from 1-10. Write the correct form for each sentence.

1. In Rick's family, Kathy is the (*better, best*) athlete.
2. Which of the two dogs is (*gentler, gentlest*)?
3. The (*bigger, biggest*) of the two gifts was mine.
4. Of the thirty brands, which is (*better, best*)?
5. I chose the (*longer, longest*) of the three books.
6. Was Henry's the (*worse, worst*) record of the race?
7. In our dance class, who is the (*more graceful, most graceful*)?
8. This piece of fabric is the (*biggest, bigger*) of the two.
9. I picked the (*thinner, thinnest*) of the four books.
10. Which of the two boxes is (*largest, larger*)?

READING STANDARD C-8 – ACTIVITY 6

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Decide which form of the verb to use in each sentence and write it on your paper.

1. John (*ask, asked*) the teacher for help.
2. He is (*suppose, supposed*) to be there early.
3. They (*use, used*) to ride their bikes.
4. Why did this (*happen, happened*).
5. Several people were (*drown, drowned*).
6. Aren't you (*suppose, supposed*) to help?
7. He was (*surprise, surprised*).
8. She (*waxed, wax*) the floor.
9. They (*going, went*) to the beach.
10. Susie is (*run, running*) the race.
11. She (*burst, bursted*) the balloon.
12. Henry's bicycle is (*broken, broke*).
13. I have (*saw, seen*) that movie.
14. We (*hiking, hiked*) up the mountain.
15. Mary (*wanting, wanted*) to go.
16. The school (*close, closed*) down.
17. The car is being (*repair, repaired*).
18. The lady (*cleaning, cleans*) the house.
19. Butch (*bark, barked*) at night.
20. Chocolate ice cream (*tastes, tasting*) good.

ACTIVITY

ANSWER

KEY

C-8 — Reading Standard

ACTIVITY 1:

- | | |
|----------------|-----------------|
| 1. vetoes | 16. butterflies |
| 2. hoboes | 17. copies |
| 3. torpedoes | 18. donkeys |
| 4. sopranos | 19. relays |
| 5. shampoos | 20. ladies |
| 6. giraffes | 21. amateurs |
| 7. knives | 22. speeches |
| 8. lives | 23. branches |
| 9. chefs | 24. watches |
| 10. thieves | 25. cafeterias |
| 11. jalopies | 26. dollars |
| 12. days | 27. walls |
| 13. quantities | 28. tongues |
| 14. lullabies | 29. axes |
| 15. allies | 30. guesses |

ACTIVITY 2:

- | | |
|-------------------------------|----------------|
| A. 1. Richard's, ballplayers' | B. 1. mothers' |
| 2. dentist's | 2. father's |
| 3. dog's | 3. women's |
| 4. girl's | 4. babies' |
| 5. children's | 5. George's |
| 6. brothers' | |
| 7. Tammy's | |
| 8. girls' | |
| 9. uncle's, men's, ladies' | |
| 10. Rosa's, Dwayne's | |

ACTIVITY

ANSWER

KEY

C-8 – Reading Standard (continued)

ACTIVITY 3:

- A.
1. One's
 2. Either's
 3. whose
 4. Everybody's
 5. its
 6. theirs
 7. anyone's
 8. Yours
 9. Whose
 10. ours

- B.
1. sister's, theirs
 2. Archimede's, lever's
 3. Chan's
 4. months', students'
 5. teachers
 6. Everybody's,
 7. yesterday's
 8. dollars
 9. Whose
 10. friend's

ACTIVITY 4:

		SINGULAR	SINGULAR POSSESSIVE	PLURAL	PLURAL POSSESSIVE
A.	1.	her	hers	they	their
	2.	umpire	umpire's	umpires	umpires'
	3.	dollar	dollar's	dollars	dollars'
	4.	jockey	jockey's	jockeys	jockeys'
	5.	woman	woman's	women	women's
	6.	guard	guard's	guards	guards'
	7.	doctor	doctor's	doctors	doctors'
	8.	salmon	salmon's	salmon	salmon's
	9.	lady	lady's	ladies	ladies'
	10.	cousin	cousin's	cousins	cousins'
B.	1.	C		4.	C
	2.	year's		5.	C
	3.	C		6.	month's
	4.	Jessica and Beryl's		7.	cents'
	5.	friends'		8.	Vickey's
	6.	hour's		9.	
	7.	fighters'		10.	
	8.			11.	
	9.			12.	
	10.			13.	
	11.			14.	
	12.			15.	
	13.			16.	
	14.			17.	
	15.			18.	
	16.			19.	
	17.			20.	

ACTIVITY ANSWER KEY

C-8 — Reading Standard (continued)

ACTIVITY 5:

- | | |
|------------|------------------|
| 1. best | 6. worst |
| 2. gentler | 7. most graceful |
| 3. bigger | 8. bigger |
| 4. best | 9. thinnest |
| 5. longest | 10. larger |

ACTIVITY 6:

- | | |
|--------------|--------------|
| 1. asked | 11. burst |
| 2. supposed | 12. broken |
| 3. used | 13. seen |
| 4. happen | 14. hiked |
| 5. drowned | 15. wanted |
| 6. supposed | 16. closed |
| 7. surprised | 17. repaired |
| 8. waxed | 18. cleans |
| 9. went | 19. barks |
| 10. running | 20. tastes |

READING STANDARD C-8 – EVALUATION I

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Choose the word or phrase that best completes the sentence and write it on your paper.

1. The _____ book is on her desk.
 - a. teacher's
 - b. teacher
 - c. teachers'
 - d. teachers

2. All my _____ relatives plan to join us for a Sunday picnic.
 - a. mothers'
 - b. mother's
 - c. mothers
 - d. mother

3. Sears is having a sale on _____ clothing.
 - a. childrens
 - b. children's
 - c. childrens'
 - d. children

4. My _____ dog won a blue ribbon.
 - a. sister-in-law's
 - b. sister-in-laws'
 - c. sister's-in-law
 - d. sisters-in-laws

5. Mr. _____ backyard has many beautiful fruit trees.
 - a. Williams'
 - b. William's
 - c. Williameses
 - d. Williams

READING STANDARD C-8 – EVALUATION II

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Choose the word or phrase that best completes the sentence and write it on your paper.

1. _____ newspaper route is in my neighborhood.
 - a. Joe and Scott's
 - b. Joe's and Scott's
 - c. Joe's and Scott
 - d. Joe and Scott

2. The _____ stalls must be clean.
 - a. horse's
 - b. horses'
 - c. horses
 - d. horses's

3. You can get burned by the _____ rays if you're not careful.
 - a. sun's
 - b. suns'
 - c. suns
 - d. suns's

4. What is the _____ title?
 - a. books'
 - b. book's
 - c. books
 - d. books's

5. _____ bike is a ten speeder.
 - a. Charles'
 - b. Charle's
 - c. Charleses
 - d. Charles's

READING STANDARD C-8 – EVALUATION III

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES,
COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Choose the word or phrase that best completes the sentence and write it on your paper.

1. Are you familiar with the poem "Paul _____ Ride?"

- a. Reveres
- b. Revere's
- c. Revers'
- d. Revere'

2. Two former _____ birthdays are considered holidays.

- a. presidents'
- b. presidents
- c. president's
- d. president

3. The _____ wool was clipped or shorn.

- a. sheep's
- b. sheeps
- c. sheepses
- d. sheeps'

4. The _____ dresses were all hand sewn.

- a. womenses
- b. women's
- c. womens
- d. womens'

5. I saw three _____ nests on the way to school.

- a. robins'
- b. robineses'
- c. robins
- d. robin's

READING STANDARD C-8 – EVALUATION IV

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT.

DIRECTIONS: Choose the word or phrase that best completes the sentence and write it on your paper.

1. The _____ ending surprised me.
 - a. story's
 - b. stories
 - c. storys'
 - d. stories

2. _____ mother is my mothers best friend.
 - a. Maria's and Juan's
 - b. Maria and Juan's
 - c. Marias' and Juans'
 - d. Maria's and Juan

3. My father helped build our _____ house.
 - a. dogs'
 - b. dog's
 - c. dogs
 - d. dogs's

4. Mrs. _____ new car is a Buick.
 - a. Jones'
 - b. Jone's
 - c. Joneses'
 - d. Jones's

5. The police were checking for a _____ fingerprint.
 - a. thief's
 - b. thieves
 - c. thieves'
 - d. thief

EVALUATION ANSWER KEY

C-8 – Reading Standard

EVALUATION 1:

1) a 2) b 3) b 4) a 5) a

EVALUATION 2:

1) b 2) b 3) a 4) b 5) d

EVALUATION 3:

1) b 2) a 3) a 4) b 5) a

EVALUATION 4:

1) a 2) a 3) b 4) d 5) a

READING STANDARD--D

The student will determine whether different selections have similar meanings.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

READING STANDARD--E

The student will determine the main idea of a message.

E-9: Determine the main idea stated in a paragraph.

READING STANDARD E-9 – PREPARATORY SHEET 1
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

The *main idea* is the most important idea in a passage. It is what the passage is all about. It is usually located in the *topic sentence*, which is generally the first or last sentence of the paragraph.

When looking for the main idea ask yourself these questions:

1. What is the passage about?
2. What is the most important thing the author says about the topic?
3. Do all other ideas in the passage support this main idea?

DIRECTIONS: Read the following paragraph and write the letter of the main idea on your paper.

1. Superhighways make driving easier and safer. Cars going in opposite directions are separated from each other by a wide strip of ground. On some superhighways drivers never stop for a red light, since crossroads and railroads go under or over the road. These modern highways now link almost every section of our country.

The most important idea in this paragraph is:

- a. There are no red lights on superhighways.
- b. Cars are separated from each other.
- c. Superhighways make driving safer and easier.
- d. Superhighways are expensive to build.

Did you choose answer (C)? It is the correct choice. Did you ask yourself: What is the paragraph about? The paragraph is obviously about *superhighways*. This is the "topic" of the paragraph. Did you ask: *What is the most important thing the author says about superhighways?* The answer is (C).

Do all the other ideas in the paragraph support this main idea? There are other ideas in the paragraph, but each one is an example of how superhighways make driving safer and easier.

Did you notice the main idea was contained in the first sentence? Many writers want to make sure you understand what they mean. Often they will place the main idea at the beginning of the paragraph. Then they will prove or illustrate this idea in all the sentences that follow.

2. Working conditions in factories were often unpleasant and dangerous. A work day of 14 to 16 hours was not uncommon. The work was often uncertain. When the factory completed its orders the men were laid off. The pay was seldom enough to feed a man's family, so often the whole family had to work. Little care was taken to insure the safety of the workers and accidents were frequent. No provisions were made to help a worker if he had an accident or became sick.

The main idea of this paragraph tells about:

- a. The passage of child labor laws.
- b. The lack of job security in early factories.
- c. The low pay scale of early factories.
- d. Dangerous and unpleasant working conditions in factories.

What is the paragraph about? The "topic" is working conditions in factories. What is the most important thing the author says about these working conditions? Working conditions were often unpleasant and dangerous. This is the topic sentence. It is also the main idea. Again the main idea was directly stated in the first sentence and other ideas in the paragraph gave examples of dangerous or unpleasant working conditions.

READING STANDARD E-9 – PREPARATORY SHEET 1
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Cont.

In the paragraph below, the main idea will **not** be at the beginning and will **not** be at the end. Find the main idea sentence and write it on your paper.

3. There never seems to be a dull moment in a basketball game. Players keep moving from one end of the court to another. Basketball is a fast-moving sport. Each time one team makes a basket, the other team gets the ball. Both teams try to score as many points as quickly as they can.

Answer: Basketball is a fast-moving sport.

You can see now that although the main idea is **usually** in the first or last sentence sometimes it can be in a middle sentence of the paragraph.

There is one more possibility. That is where the main idea is not stated in any particular sentence. In this case you must decide what main idea is from summarizing the clues in the paragraph.

Read the following paragraph and write the letter of the main idea on your paper.

4. Susan is really worried. Her mother and father had said she could buy a car if she saved enough money to do it on her own. Now she has the car and it is great, but it had taken almost every penny she had to buy it. Someone should have told Susan that buying a car also means getting a title, insurance and a license plate, to say nothing of gas and oil. Now Susan is worried about how to get all the things necessary to get her car into operation.

What statement best describes the main idea?

- a. Susan didn't know how expensive a car can be to operate.
- b. Susan bought her own car.
- c. Susan has to earn more money to buy gas and oil.
- d. Susan likes owning a car.

The first sentence is the answer because all the sentences in the paragraph lead to the conclusion that Susan didn't know how expensive a car would be to operate.

READING STANDARD E-9 – ACTIVITY 1
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Choose the phrase in the following groups or phrases which includes the ideas of the other phrases. Write the letter of the phrase on your paper.

- | | |
|---|---|
| 1. a. going on a date
b. getting dressed up
c. asking for the car
d. holding hands | 6. a. changing spark plugs
b. changing the oil
c. working the car
d. checking the brakes |
| 2. a. going for interviews
b. reading want-ads
c. needing money
d. getting a part-time job | 7. a. putting tree in stand
b. untangling lights
c. trimming a Christmas tree
d. hanging ornaments |
| 3. a. studying hard
b. reviewing notes
c. taking exams
d. staying up late | 8. a. set up tent
b. build a campfire
c. roast hot dogs
d. camping out |
| 4. a. cleaning the house
b. dusting the furniture
c. making the bed
d. waxing the floor | 9. a. getting into the car
b. going on a picnic
c. making sandwiches
d. packing the lunch |
| 5. a. packing a suitcase
b. going on a trip
c. boarding the dog
d. buying the tickets | 10. a. football games
b. pompom girls
c. half-time activities
d. scoring board |

READING STANDARD E-9 – ACTIVITY 2
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Choose the sentence in the following exercises to which all the other sentences refer. Write the letter of your choice on your paper.

1. a. It was the third hurricane of the year.
b. The winds were 200 miles per hour.
c. In Louisiana waves were 22 feet high.
d. Raindrops were like bullets.
2. a. There is lots of room to ride a horse.
b. Living on a farm is fun.
c. Many pets can be kept around on a farm.
d. It's easy to grow some of your own food.
3. a. The good bicycle rider obeys signal lights at street crossings.
b. He watches out for people walking.
c. He gives the proper hand signals for turns.
d. Good bicycle riders follow the same rules as good car drivers.
4. a. The tickets are expensive.
b. You borrow a friend's car.
c. You ask Lisa to the pop concert.
d. You buy a new shirt to wear.
5. a. There was mourning and rejoicing, for this was also the 50th birthday of our country.
b. On that day John Adams, second President, and Thomas Jefferson, third President of the United States, both died.
c. July 4, 1826, was a truly remarkable day.
d. In Pittsburgh on that same date, Steven Foster, a great American song writer, was born.
6. a. Animals that act must be smart.
b. Animals must learn a set of stunts.
c. The movie animals must do its stunts in order.
d. It must do them in strange places, with frightening lights and noises.
7. a. Movie animals are protected by the American Humane Society.
b. A man working for the Society reads all the scripts calling for animals.
c. If a picture seems dangerous for the animals he asks for changes.
d. When you see a horse or a dog in trouble on the screen don't be worried.
8. a. All animals are not potential movie stars.
b. A horse may be beautiful, but only one horse in five can stand the sound of a gun.
c. Only one among 500 horses can do what is necessary to be a movie star.
d. Animal actors must pass as many screen tests and other tests as movie stars.

READING STANDARD E-9 – ACTIVITY 3
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the paragraph and write the letter of the correct answer to the questions on your own paper.

A number of things can affect the score a student makes on a test. A person with poor vision is handicapped in reading a test. A person who gets nervous and "tenses up" does not think as well as usual. The student who is not interested in school isn't likely to do his best. Students who speak a dialect different from the person who writes the test questions may have trouble understanding the questions.

1. Write the letter of the word that best describes the topic.
 - a. vision
 - b. health
 - c. tests
 - d. ability

2. Write the letter of the phrase that completes the sentence:

Several sentences in the paragraph tell about

 - a. who should write test questions.
 - b. why students should remain calm during tests.
 - c. things that can affect a test score.
 - d. the accuracy of ability.

3. The topic tells the subject of the paragraph, but the main idea includes what is said about the subject. Which statement below best expresses what is said about tests in the selection? This will be the main idea.
 - a. Students often do poorly because they are nervous.
 - b. Students who speak a different dialect are handicapped.
 - c. Many things can affect the score a student can make on a test.
 - d. Poor health can have an affect on a student's score.

4. An idea that is an understanding the reader gets from the whole selection, pointed to by a number of details, is the main idea. Sometimes the writer states the main idea. Which sentence in the paragraph states the main idea? Write it below.

5. Write the four ideas that support the topic sentence.
 1. _____
 2. _____
 3. _____
 4. _____

READING STANDARD E-9 – ACTIVITY 4
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the following paragraphs and write the letter of the main idea on your paper.

1. There are several good rules for bike safety. For example, always use hand signals. Another good rule is to ride on the right side of the street. Still others are not to go too fast and not to ride barefoot.
 - a. How do you ride a bike?
 - b. There are rules for bike safety.
 - c. Don't ride barefoot.
 - d. All bikes have hand signals.

2. Tom can't go to the show because he tore his pants. He was climbing over a fence. Some nails were sticking out. One got caught in the seat of his pants. Rrrrrrip! Now he has to stay home.
 - a. Some sharp nails are in a fence.
 - b. How do you climb a fence.
 - c. Why Tom can't go to the show.
 - d. Don't ever climb a fence.

3. Florida now has a strange walking-swimming catfish that can propel itself along on land as well as in the ocean. Jose lives in Florida close to the ocean. He has a dog named Lucky, and together they often play on the beach across the street from their home or in the large backyard behind the house. One evening, Jose rushed into the house shouting, "Come quick, Mr. Lucky is fighting with a big fish!"

Jose's father and mother smiled at one another and said calmly, "Okay, let's go see." "Please hurry," said Jose, "Lucky may get hurt." Much to everyone's surprise, out in the backyard they found Lucky growling and snarling at a pink catfish, about eighteen inches long, that was "walking" across the lawn.

 - a. Jose had a dog named Lucky.
 - b. Florida now has a walking-swimming catfish.
 - c. Lucky is fighting with a catfish.
 - d. Jose lived in Florida near the ocean.

4. Summer is fun on our block, especially in the evening. The people come outside after supper and sit on the steps; sometimes they bring chairs out to the sidewalk. The grown-ups sit and talk for hours on hot nights, visiting back and forth from building to building. They seem to have a good time; they laugh a lot. We kids are too busy playing games up and down the street to hear what they're laughing at. They act, though, just as if they were at a party, and they don't remember to tell us to go to bed. When fall comes and the people don't sit out on the steps anymore, evenings aren't as much fun.
 - a. People don't sit on the steps in the fall, so evenings aren't fun.
 - b. Summer evenings are fun on our block.
 - c. Adults in our block forget to tell the kids to go to bed early.
 - d. The adults have a party every evening.

5. The Lincoln High School senior class decided to make a movie. Choosing the heroine, villain, and other actors were easy. Writing the scenes, staging and filming the movie, and putting together the final copy took a lot of work and effort. Everyone worked hard and had a great time.
 - a. Lincoln High made a movie of the senior class trip.
 - b. Many seniors tried out for each part in the movie.
 - c. The senior class made a movie of the life of President Lincoln.
 - d. Making the senior class movie was a lot of hard work and fun.

READING STANDARD E-9 – ACTIVITY 4
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

(Cont.)

6. Among the many inventions of Thomas Edison were the phonograph, the electric lamp, and motion pictures. He also invented the light bulb. It is easy to see that Thomas Edison made important contributions to society.
- a. Thomas Edison invented the phonograph.
 - b. Thomas Edison invented the light bulb.
 - c. Thomas Edison made it easy to see.
 - d. Thomas Edison made important contributions to society.
7. It is possible to diet and still eat lots of meat. It is true that meat is fairly high in calories, but it is also high in protein. If you are dieting, select meat cuts with a small amount of fat. Also roast or broil your meats instead of frying them.
- a. You can diet and still eat lots of meat.
 - b. Meat is fairly high in calories.
 - c. It is better to roast or broil your meats instead of frying them.
 - d. Always choose meat cuts with a small amount of fat.
8. Over sixty countries have formed the Food and Agriculture Organization of the United Nations to search for new and better ways to fight hunger in the world. It helps fight animal and plant diseases. The organization sends teachers of agriculture into those countries that want help and sells seeds to farmers at low cost. It helps to improve the diets of the world's people.
- a. It helps fight animal and plant diseases.
 - b. It helps to improve diets of the world's peoples.
 - c. The organization searches for new and better ways to fight hunger in the world.
 - d. Over sixty countries have formed the organization.
9. When I was sick last week, Janet brought my assignments home to me. Then, when I was well enough, she returned to help me with my math. We watched television together, too, even one evening when she could have gone to Gracie's party. Janet said I would have done the same for her. I hope so, but I'm not sure I could have been that unselfish.
- a. My friend helped cheer me up when I was ill.
 - b. Missing school because of illness is not so bad.
 - c. Janet proved to be a true friend.
 - d. Gracie is Janet's best friend.
10. My cousin Bob eats like a horse, so my secret name for him is "Pony Boy". Aunt Gladys wears plumed hats and struts when she walks so I associate her with the female peacock. My friends Harry and Bill sit around singing mournful songs, so I think of them as two hound dogs howling at the moon. Naturally, when I think of myself in this regard, only the wise and stately owl comes to mind.
- a. It is easy to associate certain persons with animals that they resemble.
 - b. Everybody in the world resembles some kind of animals.
 - c. Humans share certain animal characteristics.
 - d. Animals are like humans in many respects.

READING STANDARD E-9 – ACTIVITY 5
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the following paragraphs and write the letter of the main idea on your paper.

1. Monica works at a bakery every day after school. She enjoys meeting the public and is good at helping the customers select a product that is pleasing. She is learning a great deal about all aspects of baked goods, but her speciality is cake decorating.

Which sentence best states the main idea?

- A. Monica selects products for customers.
- B. Monica wants to own a bakery.
- C. Monica is a bakery worker.
- D. Monica likes pies.

2. Meditation is a popular form of relaxation. In meditation, people concentrate on particular words until their minds are totally blank. They do not allow themselves mentally to plan the remainder of the day's activities. They remain in such a state for approximately twenty minutes. This is said to relax completely the body and mind.

Which sentence best states the main idea?

- A. To begin meditation, a person should concentrate on one word.
- B. Many people use meditation for relaxation purposes.
- C. People usually like meditation.
- D. People should meditate for twenty minutes.

3. Carla hates to stay up late at night. After midnight, the noises begin to frighten her, and she is constantly checking to make certain that all doors and windows are locked. Any strange light or unexplained sound makes her jumpy. Therefore, Carla tries to go to sleep early.

Which sentence best states the main idea?

- A. Noises frighten Carla.
- B. Carla gets scared late at night.
- C. Carla should not get a night job.
- D. Carla should see a psychiatrist.

4. Many people believe that Miami should build some system of rapid transit. They argue that most large cities employ subways or an alternate method of mass transportation, and Miami has nothing. They cite the gross number of automobiles that must travel on Miami's highways everyday and claim that such activity leads to loss of life, time, and property.

Which sentence best states the main idea?

- A. Many people think Miami should construct a mass transit system.
- B. People are foolish to consider mass transit for Miami.
- C. Too many people are killed on Miami's highways.
- D. Most large cities have subways, but Miami does not.

READING STANDARD E-9 – ACTIVITY 5
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

5. Swing sets, although generally popular with young children, are potentially hazardous. The sets must be anchored to the ground so that they will not fall over. All nuts and bolts must be periodically checked to make certain they are securely fastened. Finally, at least one adult should supervise the children using the swings so that the play remains safe.

Which sentence best states the main idea?

- A. The sets must be anchored to the ground.
 - B. Swing sets can be hazardous.
 - C. All nuts and bolts must be checked.
 - D. At least one adult should supervise play.
6. Jim spends most of his spare time playing baseball. Every day he rushes home from school, changes clothes, and dashes over to the field to join the other boys in a baseball game. At night his father practices pitching and batting with Jim. At least twice a week Jim plays on his little league team.

Which sentence best states the main idea?

- A. Jim's father practices batting with Jim.
 - B. Jim plays on a little league team.
 - C. Most of Jim's spare time is devoted to baseball.
 - D. Jim rushed home from school.
7. Salt water aquariums can be very hard to maintain. The fish often contract rather strange diseases and have to be treated by professionals. The salt level of the water must constantly be checked. Also, the tank itself must be cleaned often so that algae does not form on it.

Which sentence best states the main idea?

- A. Salt water aquariums can be difficult to maintain.
 - B. The fish contracts diseases.
 - C. The salt level needs to be checked.
 - D. The tank has to be cleaned.
8. Kelly begins each day with a large, nutritious breakfast. She eats a well-balanced lunch and a hardy dinner. She is careful to avoid sweets and rarely snacks between meals. Kelly really cares about her diet.

Which sentence best states the main idea?

- A. Kelly eats a nutritious breakfast.
- B. Kelly is careful to avoid sweets.
- C. Kelly eats a well-balanced lunch.
- D. Kelly really cares about her diet.

READING STANDARD E-9 – ACTIVITY 6
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read each paragraph and write the letter of the main idea on your paper.

1. Biologists on the Loxahatchee Wildlife Refuge have proposed a dike system for snail farms as the best and only chance to save the kite during these years of drought. The dikes would help create mucky plant-filled ponds in which "apple" snails would be raised. The snails got the name because they grow to the size of small apples. They need snails to feed the rare Everglades kite of marshy South Florida. It is one of the most endangered species in our country.
 - A. "Apple" snails grow to the size of small apples.
 - B. Biologists study the needs of endangered species.
 - C. Snails are needed to feed the endangered Everglades kite.
 - D. The Everglades kite lives in South Florida.
2. Major insurance companies feel that skateboards are indeed very dangerous vehicles. Nearly 72,000 Americans were treated in hospitals last year for injuries related to skateboards. Twelve deaths from skateboards had been recorded. Like most other wheeled vehicles, they require skill for safe operation.
 - A. Nearly 72,000 Americans were treated in hospitals last year.
 - B. Skateboards are dangerous and require skill for safe operation.
 - C. Insurance companies do not like skateboards.
 - D. Twelve people died because of skateboards.
3. A study recently completed by the Department of Transportation showed that 11 percent of all cars repaired under warranty were brought back to the maintenance shop because of poor repair jobs. This study also revealed that 20 percent of all safety equipment was incorrectly repaired. Mistakes such as these will not only cost you time and money, but they also could cost you your life.
 - A. Inefficiency in repairs can cost you time, money and your life.
 - B. Studies show that most cars are incorrectly repaired.
 - C. Twenty-two percent of all cars were incorrectly repaired.
 - D. Safety equipment in 20 percent of the cases was incorrectly repaired.
4. With a Grother sewing machine you can be the best-dressed person in class no matter how small your budget. The Grother portable weighs only 10 pounds. It's so light you can take it anywhere. But best of all-- it's the easiest machine in the world to use. Just pick the stitch you want and away you go. Grother can keep you looking your best while spending the least.
 - A. Many stitches are available with a Grother.
 - B. The Grother can go with you anywhere.
 - C. The Grother weighs only 10 pounds.
 - D. You don't need to spend much to be well-dressed with a Grother.
5. Treasures of Tutankhaum, an exhibition of artifacts from the tomb of the ancient Egyptian king are on tour. Three showings have been scheduled in the United States. Each of the exhibits will last four months. From February through June the exhibit will be in Los Angeles, July through November in Seattle, and the final stop in December through April will be in New York City.
 - A. Summer is a good time to visit the exhibit.
 - B. Three showings of King Tut's Treasures have been scheduled.
 - C. King Tut exhibits are popular.
 - D. Everyone is going to see the exhibit.

READING STANDARD E-9 – ACTIVITY 6
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Cont.

6. The Orange County Extension Homemakers Club has an old image. You usually think of housewife, cookie maker, dress maker, furniture rearranger for this type of club member. But Mary Moore, Extension Agent, says, "We've been into consumer services for years. Other groups are getting there but it's always been our emphasis--to let consumers know their rights are in the area of the home." Regularly published bulletins, "Homemaking Notes" and "Sugar Scoop News," contain predictable recipes and hobby notes, but are jam packed with consumer briefs.
- A. Consumerism is a new gimmick.
 - B. The Extension Club is old.
 - C. Consumerism has been emphasized by extension agents for years.
 - D. Mary Moore is an Extension Agent.
7. The Titanic, believed unsinkable, sank after hitting an iceberg. One of the largest passenger ships ever built, she was designed to float, even if a large hole was torn in her side. The "unsinkable ship carried 1,500 people to their deaths.
- A. The Titanic sank after hitting an iceberg.
 - B. The Titanic was one of the largest passenger ships.
 - C. 1,500 people sank to their deaths.
 - D. The Titanic was designed to float.
8. It was once believed that only the vampire bat of South America carried rabies. Now we know that various species of bats can be found in many of the states in the United States. Also many other wild animals of America carry rabies. Few, if any, parts of the United States are free from this disease.
- A. It was once believed that only the vampire bat carried rabies.
 - B. Many wild animals in America carry rabies.
 - C. Rabies is found throughout the United States.
 - D. Various species of bats are found in the United States.
9. Many women have been aware of inequalities between them and men for a long time. Only recently, however, has a drive for women's rights made many more females, and males too, interested in fair treatment for women. Groups have formed to demand equal pay for equal work, changes in abortion laws, and round-the-clock day-care centers for children. Women have even started their own newspapers to fight for their cause. They have written books and marched in parades protesting their second-class place in society.
- A. Books have been written on women's rights.
 - B. Groups are working for changes concerning women's rights.
 - C. Recently there is interest in men's rights.
 - D. Women have marched in parades to protest.
10. Some city folks just don't understand about "down on the farm." An example is a comment made recently during a public meeting in Orange County. The topic of discussion was farmworkers and one young person obviously was confused when she said she didn't think farmers were necessary today as they once were. "My parents buy all their food at the A & P," she said.
- A. Young people are confused about farming.
 - B. A & P needs farmworkers' products to sell.
 - C. Farmers get subsidies for growing food.
 - D. Country folks don't understand city ways.

ACTIVITY

ANSWER

KEY

E-9 - Reading Standard

ACTIVITY 1:

- | | | | | |
|------|------|------|------|-------|
| 1) a | 2) c | 3) c | 4) a | 5) b |
| 6) c | 7) c | 8) d | 9) b | 10) a |

ACTIVITY 2:

- | | | | |
|------|------|------|------|
| 1) a | 2) b | 3) d | 4) c |
| 5) c | 6) a | 7) a | 8) a |

ACTIVITY 3:

- | | | |
|------|------|------|
| 1) c | 2) c | 3) c |
|------|------|------|
4. A number of things can affect the score a student makes on a test.
- 5.
1. vision
 2. nerves, tension
 3. interest
 4. dialect

ACTIVITY 4:

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) c | 3) c | 4) b | 5) d |
| 6) d | 7) a | 8) c | 9) c | 10) a |

ACTIVITY 5:

- | | | | |
|------|------|------|------|
| 1) c | 2) b | 3) b | 4) a |
| 5) b | 6) c | 7) a | 8) d |

ACTIVITY 6:

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) b | 3) a | 4) d | 5) b |
| 6) c | 7) d | 8) c | 9) b | 10) a |

READING STANDARD E-9 – EVALUATION I
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the paragraphs and write the letter of the answer that best states the main idea on your own paper.

1. When it comes to poison ivy, mother nature isn't very cooperative. She puts it just where a child exploring the out-of-doors is apt to find it. So be ready to soothe the poison's effects with IVY-DRY. A family favorite for more than 25 years, IVY-DRY relieves the itching and dries up the blisters from poison ivy, oak and sumac. It soothes itching from insect bites, sunburn or minor skin irritations too. And IVY-DRY is safe and effective for both children and adults. Now that the out-door season is here again, pick up a supply of IVY-DRY. You can get it in lotion or cream forms at leading counters.
 - A. Easy-to-get-poison ivy needs treatment with IVY-DRY.
 - B. IVY-DRY dries up blisters.
 - C. IVY-DRY comes in lotion or cream forms.
 - D. IVY-DRY is safe and effective for both children and adults.
2. Alaska's icy waters teem with fish. Canning and processing the catch are Alaska's main industry. This industry accounts for around \$100,000,000. The fishing industry forms the background of Alaska's wealth.
 - A. Alaska's water's are full of fish.
 - B. Alaska has icy waters.
 - C. The fishing industry provides Alaska's wealth.
 - D. The fishing industry accounts for around \$100,000,000.
3. Becky's birthday is December 9th, and she will turn sixteen. On that day she will be able to take her driving test. Becky can hardly wait, but she is afraid she might not pass. Becky's older brother and his friend Lester promised that they would help Becky with her driving. Lester worked with Becky on backing a car, and James worked with her on parallel parking. Finally, Becky felt confident enough to take the test. Becky's mother went along for moral support. Becky was extremely happy when she passed on her first try.
 - A. Becky had a helpful older brother, James.
 - B. Becky's mother went with her for moral support.
 - C. Becky had helpful instruction which gave her skills and confidence.
 - D. Two important driving skills are parallel parking and backing up the car.
4. Some parents' groups believe TV ads are "eating young people's minds". Every year some 25,000 ads are seen on TV shows that young people watch. Are these ads unfair and onesided? The ads only tell what's good about a product and don't tell you what problems products can bring you. Probably a lot of ads make you waste your money when you buy what you don't need or what is bad for you.
 - A. Parents' groups want to protect youngsters' minds.
 - B. TV ads may tempt young people to buy what they don't need or what is bad for them.
 - C. Every year 25,000 ads are seen on TV.
 - D. TV ads cost a lot of money and we should buy the advertiser's product.
5. Less than 100 years ago, there were no time zones, and no "official" time at all. Many people set their watches according to the clock in the local jewelry store. It was the railroads that finally changed things. Their schedules demanded a system of time zones and a standard time system. The idea caught on in this country. Soon the whole world had copied the idea.
 - A. The railroads changed things.
 - B. People had clocks to tell time.
 - C. Less than 100 years ago, there were no time zones, no "official" time at all.
 - D. The whole world copied the system.

READING STANDARD E-9 – EVALUATION II
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the paragraphs and write the letter that best states the main idea on your paper.

1. Sarah, Renee, Donna and Marie were all trying to make the girls' basketball team. They spent every afternoon working out in the school gym. Realizing they needed some good tips on shooting and passing the ball, Sarah asked George from the Varsity basketball team to help them. George worked the girls very hard. He had them run two miles every day and practice for hours each afternoon. The girls worked hard and when the time came to try out, they all made the team.
 Which sentence states the main idea?
 A. The girls needed to work mostly on passing and shooting.
 B. George helped the girls prepare by giving them shooting tips.
 C. Running is a help in preparing for any sport.
 D. Through much practice and helpful advice, the girls made the basketball team.

2. Cities located on large bodies of water often may be 10 degrees cooler in the summer than cities 50 miles inland. In winter, the body of water will warm the coastal cities causing its winter to be warmer and less severe than those of inland cities. This explains why cities near large bodies of water are often cooler in summer and warmer in winter than inland cities.
 Which sentence best states the main idea?
 A. In winter large bodies of water warm coastal cities.
 B. In summer the water warms the inland bodies of land.
 C. Cities near large bodies of water are cooler in summer and warmer in winter.
 D. Water does not affect the temperature of coastal cities.

3. Thinking ability is a direct function of the brain. It is amazing how the brain works. Although it is a delicate organ, it is also strong and sturdy. Most people think the human brain is the most wonderful thing in the world. It would take a very complicated computer to match the skills of the human brain.
 Which sentence best states the main idea?
 A. The brain's function and ability is valuable and is difficult to replace.
 B. The brain is a delicate organ.
 C. People think the human brain is the most wonderful thing in the world.
 D. The brain is strong and sturdy.

4. Rainfall affects us all. What we grow and how we live depends on rainfall. In crowded countries rain can mean the difference between life and death. Too much rain causes floods, erodes the soil, and washes valuable minerals out of the topsoil. Too little rain causes the soil to turn dusty and lifeless, as bare as a desert. The weather bureau states that the ideal rainfall measures between 20 and 80 inches per year. Most of the world's best farming lands and population centers lie within this range of rainfall.
 Which sentence states the main idea?
 A. Too much rain causes floods.
 B. The ideal rainfall is between 20 and 80 inches annually.
 C. Rainfall affects us all.
 D. Too little rain makes the soil dusty.

5. Scientists fishing at the University of New Mexico have found traces of pesticide in the bodies of bats captured in the Carlsbad Caverns. In tested flights some of the bats exposed to pesticides became overactive and had seizures, then died. Researchers feel pesticides may be contributing to the decline in bat population in the Southwest.
 Which sentence best states the main idea?
 A. Scientists at the University of New Mexico found traces of pesticide in bats captured in Carlsbad Cavern.
 B. Researchers feel pesticides may be reducing the bat population in the Southwest.
 C. Bats exposed to pesticides became overactive and died.
 D. Bats were captured in the Carlsbad Caverns.

READING STANDARD E-9 – EVALUATION III
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the paragraphs and write the letter of the answer that best states the main idea on your paper.

1. Olivia Newton John began her musical career in Australia by winning a singing contest. She cut a record, "If Not for You", that was an instant hit and became extremely popular in America. Her music is classified as country-western, but Olivia Newton John doesn't consider herself as a country star. She has several gold records, each selling over a million copies.
 - A. Olivia Newton John began her career in Australia.
 - B. Olivia Newton John sings country-western music.
 - C. Olivia Newton John is one of America's top singing stars.
 - D. Olivia Newton John won a singing contest.

2. The human heart works like a pump. It is made up of muscle fibers that expand and contract as the heart beats. This pumping action sends blood to all parts of the body. The blood carries the food and oxygen that the body needs.
 - A. The body needs food and oxygen.
 - B. The heart muscles expand and contract.
 - C. The blood carries oxygen.
 - D. The human heart works like a pump.

3. Mark's mom asked him to go to the market to buy some meat and vegetables. She gave him a five dollar bill. He was supposed to buy two kinds of vegetables and some meat for dinner. When Mark got to the store, he realized he hadn't brought the money with him!
 - A. Mark's mom is ready to start dinner.
 - B. Mark likes to go to the market.
 - C. Mark was sent on an errand for his mom.
 - D. Always remember to take your money when you go shopping.

4. The favorite Saturday afternoon event for Bryan and Nicole was to go to the Go-Cart Track. They would try to get two go-carts that were evenly matched. Then they would see which one could out-maneuver the other. Sometimes one would get a faster cart than the other. On such an occasion it would not be as much fun as if they were evenly matched.
 - A. The go-carts were not always evenly matched.
 - B. Bryan and Nicole enjoy go-carting on Saturdays.
 - C. Bryan and Nicole don't like go-carting unless their carts are evenly matched.
 - D. Bryan and Nicole always try to out maneuver each other.

5. Tom is taking a survival home economics class. He had decided that he might have too much fun being a bachelor to ever get married, or that if he did get married, perhaps his wife wouldn't know how to cook the things he liked. After starting the class, Tom found out cooking wasn't the only thing he would learn. Each person would have to learn how to sew. The pajamas that Tom made were a disaster.
 - A. Tom may become a bachelor for life.
 - B. Tom learned how to cook.
 - C. Tom doesn't sew very well.
 - D. Tom took a Home Economics class.

READING STANDARD E-9 – EVALUATION IV
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

DIRECTIONS: Read the paragraphs and write the letter of the answer that best states the main idea on your paper.

1. The oyster manufactures a pearl only to protect itself. It does not naturally set out to make a pearl. The oyster's body is soft and tender. It cannot endure the roughness of its own shell. Therefore it builds the smooth coating of mother-of-pearl on the inside of the shell. If a grain of sand gets inside the shell, it becomes an irritation to the oyster. To get rid of this irritation, the oyster covers the grain of sand with smooth mother-of-pearl. If the irritation continues to be felt, additional coatings are added and finally a pearl is formed. The oyster produces a pearl merely to get rid of an itch!
 - A. The oyster's body is very tender.
 - B. The oyster's purpose is to protect itself.
 - C. The oyster is a pearl factory.
 - D. The oyster will even protect itself from its own shell.

2. Since pearls produced in the natural way are rare, men sought for ways of forcing more oysters to develop pearls. Why wait for a particle of sand to drop into an oyster's shell by accident? They decided that it would speed up production if particles were deliberately put into the shells of live oysters. Under natural conditions, many hundreds of oysters are brought up by divers and opened before one pearl is found. With this "forcing" method, at least ten times as many pearls could be gathered. Pearls bring a high price, and there are many men who are too impatient to depend upon the oyster's natural method.
 - A. People wanted to find more pearls.
 - B. Natural pearls are rare.
 - C. People wanted to make oysters produce more pearls.
 - D. Why people want natural pearls.

3. The forcing method, or culture method, was used hundreds of years ago, but the pearls produced were not satisfactory. Instead of appearing as perfect little spheres, they were rather irregular in shape, and they could not be sold at a high price. Apparently the oysters did not respond in the same way when a human forced a sand particle between the two halves of the live oyster's shell. Some other way had to be found to make cultural pearls look as perfect as natural pearls.
 - A. The old forcing method did not obtain good results.
 - B. The forcing method is a very old one.
 - C. The forcing method is different from the culture method.
 - D. The forcing method was in use a hundred years ago.

EVALUATION ANSWER KEY

E-9 – Reading Standard

EVALUATION 1:

1) a 2) c 3) c 4) b 5) a

EVALUATION 2:

1) d 2) c 3) a 4) c 5) b

EVALUATION 3:

1) c 2) d 3) c 4) b 5) d

EVALUATION 4:

1) b 2) c 3) a

E-10: Determine the main idea inferred from
a paragraph.

READING STANDARD E-10 – PREPARATORY SHEET 1

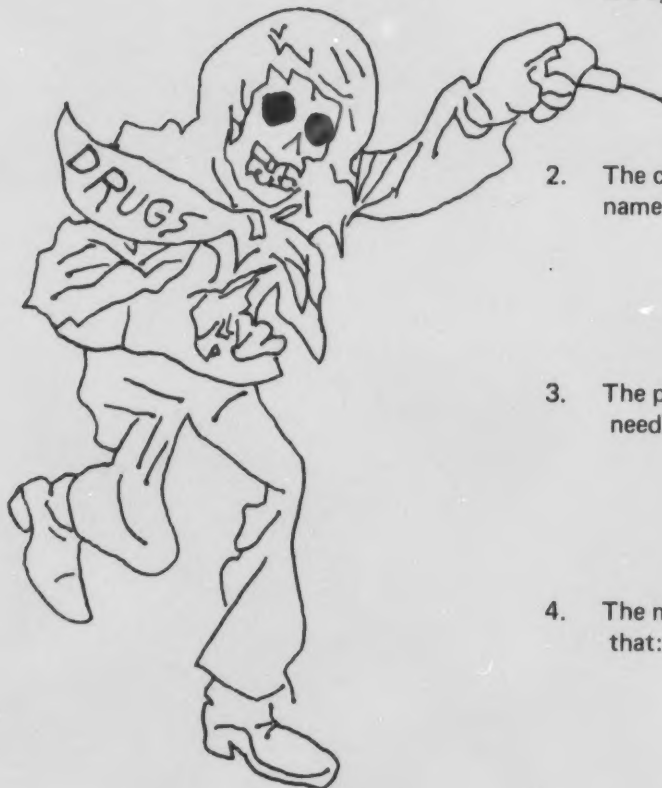
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

EXPLANATION: An *inferred* main idea is not directly stated. You must decide what the main idea is by summarizing the clues in the paragraph. An *inferred* main idea in a cartoon can be concluded by studying the picture, looking for clues, and finally making a conclusion about the message the cartoon gives.

Study the picture and answer the questions by drawing inferences.

A. DIRECTIONS: Write the letter of the correct answer on your paper.

1. Probably the clearest sign that this person is a symbol of death is:



- a. his hat
- b. his slacks
- c. his face

2. The cartoonist gives death a name. That name is:

- a. chicken
- b. drugs
- c. motorcycle

3. The person holds pills in one hand and a needle in the other. These are symbols of:

- a. lifesaving medicine
- b. deadly drugs
- c. neither of these

4. The main idea of this cartoon seems to be that:

- a. drugs are deadly
- b. young people are fools
- c. both of these

READING STANDARD E-10 – PREPARATORY SHEET 1
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

- B. DIRECTIONS:** After reading the above phrases, make an inference as to who they are talking about and write the number of the answer from the list below.

Now read the phrases, make inferences, and draw conclusions from them.

good looking
snappy dresser

cool guy
popular date

1. English teacher
2. handsome young man
3. pom pom girl
4. truck driver

- C. DIRECTIONS:** Read paragraphs 1 & 2 and write the letter of the inferred main idea on your paper.

Sometimes we can tell what people mean even though they don't state it directly. The object of this activity is to decide what meaning is implied by the statements given.

1. Your car is blocking my driveway. How long do you think it will be there?

Does this person mean:

- a. He wishes the driver would move his car.
 - b. He's happy to have the driver park in his driveway.
 - c. He doesn't own a car himself.
 - d. That he lives in a downtown area.
2. Teenagers seem to eat a great amount of potato chips, corn chips, french fries, Cokes and donuts. Sometimes they will eat only a donut for breakfast or skip breakfast entirely. Lunch may consist of fries and a shake. Research shows that teen-age girls eat more snack food than teen-age boys.
- a. Eating snack food is necessary to our health.
 - b. Teen-agers replace breakfast with snacks.
 - c. Snacks are popular with teen-agers.
 - d. It's better to eat fries than to skip lunch.

A. Answers: 1. c 2. b 3. b 4. a

B. Answers: The best choice would be "2" because all of the phrases usually refer to a handsome young man.

C. Answers: 1. The correct answer is "A". You have used the ideas given in the statement to make an inference (guess) about what the person means. Words like "blocking" and "how long" help you infer that the man would like to have the car moved from the driveway. 2. The best choice would be "C"; all of the sentences support this conclusion.

READING STANDARD E-10 — PREPARATORY SHEET 2
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

TEACHER DIRECTED

DIRECTIONS: Read the passage below and write the number of the inferred main idea on your own paper. Refer to the follow up explanation for the correct answer.

The boy sat rigidly in a chair in the main office. Secretaries bustled about, moving from desk to desk and answering telephones. Student assistants typed, delivered messages and shot occasional, questioning glances at him. In a corner of the office, two of them were whispering together. He was sure he heard them use his name. Once the principal's door opened, and a serious-faced boy, a classmate of his, was ushered out. Still the principal's door remained shut and no one in that whole office told him what would happen next, or when.

1. Whipped cream is seldom used on sausage pizza.
2. Students working in a school office often gossip about other students who are waiting there.
3. Some people stay cool and unconcerned when in trouble.
4. Classrooms are usually busy places in large high schools.
5. Waiting in a school office to face the principal can make a person nervous.

EXPLANATION OF ANSWER:

1. The first statement has absolutely nothing to do with any respect of the passage. Students who are serious in choosing it are not ready for further study of main ideas in printed form.
2. The second statement is related to one supporting detail in the passage. To find an implied main idea, the reader must look at all details. Generally, one detail isn't, by itself, enough as is the case here. This is closer than some but still not a thoughtful choice.
3. The third statement is in direct contradiction to the details in the passage, all of which indicate, to a greater or lesser degree, the boy's nervousness. Students choosing it could not have looked carefully at any of the details herein, let alone synthesized them.
4. The fourth statement is not too much closer to the main idea than the first one. The passage is about a school, but its entire focus is on the main office of that school. In fact, classrooms are never mentioned. Students choosing this one, like those choosing the previous contradictory one, have paid virtually no attention to the supporting details.
5. The fifth statement is the most accurate indication of the main idea. It includes the activity, the place, and the emotions which can be found throughout the passage. Students who choose it should be rewarded, and their reasons for choice should be carefully reviewed during all-class discussion. Student analysis of the contribution of each supporting detail to this choice should be faithfully executed during this review.

READING STANDARD E-10 —ACTIVITY 1
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Read the following phrases and make inferences from them. Choose the answer below that would be implied by the group of phrases. Mark the choice on your paper.

- | | |
|--|---|
| 1. touchdown point
screaming fans
popular sport
visiting team | A. hockey game
B. pep rally
C. football game
D. basketball game |
| 2. damaged roof
blowing trash
dark skies
dangerous driving conditions | A. dust storm
B. stock car races
C. April showers
D. hot summer day |
| 3. malts and shakes
booths and tables
waitress takes orders
menu to look at | A. rock concert
B. movie theatre
C. baseball game
D. restaurant |
| 4. swimming and diving
family travel
nothing to do
camping and fishing | A. semester break
B. beginning of school
C. summer vacation
D. club activities |
| 5. spending money
trying on clothes
carrying packages
making a choice | A. eating out
B. going shopping
C. window shopping
D. getting dressed up |

READING STANDARD E-10 —ACTIVITY 2
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: For each of the statements below, choose the best word or phrase to describe the situation referred to. Write the letter of that answer on your paper.

1. Mrs. Jackson is so interested in people that she knows all about everyone on her block.
 - a. Mrs. Jackson is very smart.
 - b. Mrs. Jackson is very nosy.
 - c. Mrs. Jackson travels a lot.
 - d. Everyone knows Mrs. Jackson.

2. My uncle is very careful about spending his money and has saved a great deal.
 - a. My uncle is thrifty.
 - b. My uncle has a college education.
 - c. My uncle is a hobo.
 - d. My uncle has an expensive car and boat.

3. Lily has worked for Dobbs Manufacturing Company for two years and her salary has doubled.
 - a. Lily has been late to work often.
 - b. Lily has three children.
 - c. Dobbs Manufacturing Company is going bankrupt.
 - d. Lily is a hard worker.

4. Charles jumped into the swift current and risked his life to save his younger brother.
 - a. Charles is very brave.
 - b. Charles is a very good swimmer.
 - c. Charles' younger brother fell out of the boat.
 - d. Charles is a high school drop-out.

5. Our football team was undefeated last year and won the state championship.
 - a. Our football team has new uniforms.
 - b. Our football team hardly ever practiced.
 - c. Our football team was very good.
 - d. The coach of our football team was fired.

READING STANDARD E-10 --ACTIVITY 2
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

6. Mary would never walk under a ladder, spill salt, or let a black cat cross her path.
 - a. Mary was superstitious.
 - b. Mary was accident prone.
 - c. Mary was allergic to cats.
 - d. Mary had to walk to school.

7. Tim likes to listen to rock music on the radio, but when his dad comes home from work he tells Tim to turn the radio off.
 - a. Tim owns a record player.
 - b. Tim's dad was employed.
 - c. Tim's dad did not like rock music.
 - d. Tim was bored.

8. When the Johnsons returned from the party, they noticed that their door was standing wide open and their color TV was gone.
 - a. Mr. Johnson forgot to lock the door.
 - b. The Johnson's house was burglarized.
 - c. The Johnson's door was found open.
 - d. The party at the Johnson's house lasted too long.

9. When Gail woke up in the hospital, the last thing she remembered was driving to the shopping center with her mother.
 - a. Gail's mother is a nurse.
 - b. Gail and her mother were going to buy a graduation dress.
 - c. Gail and her mother were in an automobile accident.
 - d. Gail's mother and father came to visit.

10. When Diane walked across the room, the boys stopped reading and watched her.
 - a. The boys did not like to read.
 - b. The teacher was not in the room.
 - c. The boys thought Diane was pretty.
 - d. The bell was about to ring.

READING STANDARD E-10 —ACTIVITY 3
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Write the letter of the inferred main idea on your paper.

1. Twenty-two year old Gloria Truitt recently graduated from Howard Law School. When she walked into court to try her first case, the judge was skeptical of her youthful looks. He asked to see her proof of graduation. The judge thought:
 - a. Gloria was not properly dressed.
 - b. Gloria was too pretty to be a good lawyer.
 - c. Howard Law School was not a good law school.
 - d. Gloria was too young to be a lawyer.
2. The tough-looking man at the door of the bar asked to see Sam's driver's license. Sam pulled out a Florida license and handed it to him. "What's your middle name, son?" the man asked.

"I don't have a middle name." answered Sam.

"Sorry, son, this isn't your license. Go home, and don't come back here until you're really 21." The man knew it wasn't Sam's license because:

 - a. It wasn't his picture on the license.
 - b. There was a middle name on the license.
 - c. The drinking age in Florida is 18.
 - d. The man was Sam's next door neighbor.
3. Paul Norton, a Vietnam veteran, couldn't find a job. Finally, he began washing the walls of a Boston subway station. He explained, "There are thousands of people out of work who could be cleaning parks and subways." Subway officials did not offer Paul a job, however, a restaurant owner read a newspaper story about Paul. He asked the young man to work for him. Now Paul has a good chance of:
 - a. Becoming manager of a restaurant.
 - b. Becoming mayor of Boston.
 - c. Getting married soon.
 - d. Becoming a professional wall washer.
4. The misuse of drugs is not new. Primitive man found that some plants could change his behavior. These drugs were used to make people "high" during religious rites or ceremonies. Some drugs, such as hashish, were used to prepare soldiers for battle. More than 4,500 years ago, marijuana was known to the Chinese. The Chinese took marijuana thinking it would cure constipation and absentmindedness.
 - a. Drugs have been used for a long time.
 - b. Drugs were used thousands of years ago for things besides curing illness.
 - c. Marijuana cures constipation.
 - d. Drugs have been used during religious rites.
5. The Tiger's quarterback, Collins, threw the ball. It sailed down field to receiver, Decker, near the goal line. The Tiger fans roared as the receiver raced into the end zone.
 - a. Decker caught the pass.
 - b. Decker caught the pass and scored a touchdown.
 - c. Decker missed the pass.
 - d. Decker sailed down the field.

READING STANDARD E-10 —ACTIVITY 4
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Determine the inferred main idea and write the letter on your paper.

1. At a meeting in Washington in 1842 a tall young man with a shock of wavy hair rose to say a few words. Less than three years out of slavery, he was shaking with stage fright. This was the first time he had addressed a white audience. But when he began talking about his childhood and youth as a slave the words came tumbling out. His listeners sat on the edge of their seats, blew thier noses, and openly wept.
 - a. The young black man spoke of his childhood and youth.
 - b. The young black man addressed a white audience.
 - c. The meeting was in Washington.
 - d. The young black man moved the audience with his speech.

2. The new bus route went into effect last week. Six students in the 7th grade alone have missed the morning bus. In some neighborhoods the students could walk to school easier than they can walk to the bus stop. The new schedule has some buses arriving thirty minutes before the first bell rings. Other buses have been late every day since the new schedule went into effect. Students and parents both think the change was a mistake.
 - a. Parents and student like the new schedule.
 - b. The new schedule is better than the old.
 - c. The new schedule is worse then the old.
 - d. Students should all walk to school.

3. The owner of a fruit store had a customer who always complained. He found the best way to treat her was to agree with her as often as he could. One day she called him up and said, "Three of those apples I just bought from you are rotten. I am bringing them back." "You don't have to bring them back. Your word is as good as those apples." The owner thinks the customer:
 - a. is dishonest.
 - b. is wealthy.
 - c. is not very easy to get along with.
 - d. is not particular about her fruit.

4. Windows will require less elbow grease to clean if you use glycerine. Just moisten a rag with the glycerine and use it on the dirty glass. The panes will also stay clean longer than with many of the more popular, and costly, commercial products.
 - a. Glycerine is a good, inexpensive window cleaner.
 - b. Commerical window cleaners are not as good as glycerine.
 - c. Glycerine enables you to clean windows without effort.
 - d. Glycerine is great to use to clean grease off window panes.

ACTIVITY

ANSWER

KEY

E-10 – Reading Standard

ACTIVITY 1:

- 1) c 2) a 3) d 4) c 5) b

ACTIVITY 2:

- 1) b 2) a 3) d 4) a 5) c
6) a 7) c 8) b 9) c 10) c

ACTIVITY 3:

- 1) b 2) b 3) a 4) b 5) b

ACTIVITY 4:

- 1) d 2) d 3) c 4) a

READING STANDARD E-10 –EVALUATION I
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Write the letter of the inferred main idea on your paper.

1. Popcorn is a source of fiber comparable to whole wheat toast. It contains the B-complex vitamins as well as vitamin E. It's good for your teeth because it's sugar free. Because of the chewing that has to be done to break it up, eating popcorn is good exercise for the teeth and gums and it provides a certain amount of cleansing action.
 - a. Popcorn is good for you.
 - b. The nutritional benefits of popcorn are noteworthy.
 - c. Popcorn is junk food.
 - d. Popcorn does not contain sugar.
2. The U.S. is preparing for the metric system of measurement. Weights, scales, cooking instructions, gasoline purchases, grocery items and mileage will be affected. An information kit is available from the U.S. Government Printing Office at the public's request.
 - a. The metric system is based on the number 10.
 - b. The metric system will affect your everyday life.
 - c. The metric system will not change the way we measure common items in our lives.
 - d. Schools will teach the metric system.
3. We bought a used pop-up trailer unit and went to Florida for a couple of weeks. It was great fun for a few days. Then the fact that five people, including a toddler, were trying to live on top of one another took its toll; the trailer was sold.
 - a. Spring is a good time to camp.
 - b. Camping was not as much fun as we thought it would be.
 - c. Families should camp together.
 - d. Florida is a good place to camp.
4. The chance that a man will pass out in a dentist chair are three times greater than for women. Men under twenty-five who have not had a proper breakfast are most likely to do so.
 - a. Women don't eat breakfast.
 - b. Men are the weaker sex when it comes to visiting the dentist.
 - c. Eating breakfast keeps you from passing out in the dentist's office.
 - d. Dentists prefer female patients.
5. How is your handwriting? Many schools, societies and clubs give out awards or certificates. Ask your art teacher to help you master at least one basic alphabet style, such as Old English or Script. Then contact printers who print certificates and officers of various organizations. If you charge 50c per name, 100 certificates would bring you \$50.
 - a. Good handwriting can pay off.
 - b. Your art teacher is a good source of information.
 - c. Everyone needs certificates and you can write them for money.
 - d. Many organizations award certificates.

READING STANDARD E-10 —EVALUATION II
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Read the paragraph and write the letter of the inferred main idea on your paper.

1. Some people fast to lose weight. Others try to diet by eliminating meals. Still others remove only particular types of foods such as starches or carbohydrates. However, most doctors prefer dieters just eat three smaller meals and exercise more often. Regular nutritional requirements must be met to maintain good health.
 - a. Fasting is the best way to lose weight.
 - b. Exercise alone is recommended to lose weight.
 - c. The body operates best on three balanced meals.
 - d. Snacks between meals really can put weight on you.

2. There are more 16 to 18 year olds unemployed than any other age groups. Drop-outs from school are often passed by because employers feel they are less likely to finish a job or they may not be able to operate complicated machines. Drop-outs are often the last people a company will hire and are the first ones to be laid off. Not only do high school drop-outs get lower pay, but they usually also earn much less during their lifetimes than high school graduates.
 - a. Drop-outs never get hired.
 - b. Employers prefer to hire high school graduates.
 - c. Drop-outs are the first to be laid off and the last to be hired.
 - d. Employers have no reason for passing by high school drop-outs.

3. Scientists have been studying people with poor appetites. Children who "hate to eat" and adults who felt "everything tastes like sawdust" were found to have low levels of zinc. This was found by testing samples of hair of each person. After being fed zinc-rich foods for one month, appetites improved and food began to taste and smell better.
 - a. Zinc causes foods to taste and smell better.
 - b. Adults and children need balanced diets.
 - c. Zinc appears to be related to hair styles.
 - d. A person's hair will tell how much zinc is in his body.

4. Robert Bruce of Scotland, who was being chased by his enemies, found a cave and hid in it. A spider spun a web over the entrance of the cave. The soldiers of Robert Bruce's enemy saw the cave and the web across the entrance. They reasoned that he could not have gone in the cave and so they hastily passed on by. Robert Bruce later became King of Scotland.
 - a. A spider saved Robert Bruce from his enemies.
 - b. Robert Bruce tricked his enemies by hiding in a cave.
 - c. The enemies of Robert Bruce were careless in their search for him.
 - d. A King of Scotland hid in a cave.

5. A bird is said to have five times as much energy as a man. We can readily believe this if we take into consideration the great distances birds can fly and the speed they attain. In order to keep up this supply of energy, birds must eat much more in proportion to their size than man does.
 - a. A bird eats five times as much as a man.
 - b. If a man ate like a bird he would have more energy.
 - c. A bird requires more food in proportion to its size than a man does because of its activity.
 - d. "To eat like a bird" is an accurate label.

READING STANDARD E-10 –EVALUATION III
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Read the paragraph and write the letter of the inferred main idea on your paper.

1. Joe likes to go camping. He has his own tent. He hikes and fishes. He even cooks on an outdoor fire. Ralph likes to do indoor things. He collects stamps and baseball cards. He keeps them in special books.
 - a. Joe has fun camping.
 - b. Ralph keeps stamps and baseball cards.
 - c. Joe's hobbies are different from Ralph's hobbies.
 - d. Joe and Ralph are busy doing many things.

2. Matilda's bank is shaped like a treasure chest. It has a lock and key. It holds about five dollars in pennies. Bill's bank is shaped like a monkey. You put money in its mouth. It holds about three dollars in pennies.
 - a. Monkey and treasure chest banks are alike.
 - b. Bill's monkey bank holds more money.
 - c. Matilda's and Bill's banks are different.
 - d. It's not important what type bank you have for all money banks hold money.

3. Erin and Mark go to the beach together on sunny days during the early fall to surf. The waves are usually big and the ocean water is clear of seaweed. They surf well together and have many good rides each time out. Both love outdoor activities. When the weather does not permit surfing, they find many other outdoor activities that they can enjoy doing together.
 - a. The waves are usually big at the beach.
 - b. Erin and Mark live at the beach.
 - c. Erin and Mark enjoy surfing more than any other activity.
 - d. Erin and Mark have much in common and enjoy each other's company.

4. Don't feel you have to frantically snatch the first job offered to you. Instead of saying yes or no on the spot, you may express your thanks in a warm and friendly way. Then ask if you may have a day to consider the offer. Few reputable employers will deny you a reasonable time to be certain before you agree to take a job.
 - a. Be sure to be thankful and friendly.
 - b. You can avoid, in a pleasant way, accepting a job right away.
 - c. Never accept a job offer immediately.
 - d. Be sure not to pass by any job offered by a reputable employer.

5. Roger listens to the radio a lot and is taking speech classes. He is trying to develop a distinct radio voice. He is the student announcer at all the high school games and dances. After school he works for Radio Station WZYX, carrying copy and running errands.
 - a. Roger likes speech.
 - b. Roger wants to be a radio announcer.
 - c. Roger works at a radio station.
 - d. Roger listens to the radio and watches football games.

READING STANDARD E-10 —EVALUATION IV
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

DIRECTIONS: Read the paragraph and write the letter of the inferred main idea on your paper.

1. In her freshman year, Nancy is already an outstanding basketball player. Her passes are so quick and accurate that they blaze through the hands of the receiver and into the bleachers even before the girl knows that she's open. Nancy's jumpshots are released a head above the six-foot-five center, and this New Jersey girl outleaps and outelbows everybody going after rebounds.
 - a. Nancy is six-foot-five.
 - b. Nancy should hold back.
 - c. Nancy's inaccurate passes go into the bleachers.
 - d. Nancy is often too good for her teammates.
2. Fourth Street is the place chosen by all the neighborhood children for skating, for bicycle races and skateboarding, and for games of keep-away and softball. On a summer afternoon, the crowd is so great that a motorist who happens to drive his car through the block must think he has missed the street entirely and ended up in a village playground.
 - a. Drivers shouldn't be careful on Fourth Street.
 - b. Fourth Street is more a playground than a street.
 - c. The driver missed the street.
 - d. Fourth Street is a good place for skateboarding.
3. "Yesterday was my birthday," said Abe. "Oh, great. How old are you?" asked Rebecca. "It was a beautiful birthday," Abe replied.
 - a. Abe preferred not to tell his age.
 - b. Abe and Rebecca are good friends.
 - c. Abe wished Rebecca had been to his birthday party.
 - d. Abe had a great birthday even though Rebecca didn't help him celebrate.
4. Lightning searches out the tallest thing it can find. If you are outdoors during an electrical storm, do not get under a tree for protection from lightning. To be safe, lie on the ground. If you are swimming when lightning is near, get out of the water.
 - a. Do not swim when lightning is near.
 - b. To be safe, lie on the ground when lightning is near.
 - c. Lightning is attracted to water.
 - d. Safety rules should be followed when lightning is near.
5. I didn't think I could stand it any longer. A crew of men was working on the street in front of the house and the sound of their jack hammers was ear-splitting. The boys who lived upstairs were practicing on their horns. My baby sister was screaming at the top of her lungs. Finally, I placed my hands over my ears.
 - a. A crew of men were working on the street in front of the house.
 - b. People who live upstairs are usually noisy.
 - c. Most little children scream when they are hurt.
 - d. There was too much noise.

EVALUATION ANSWER KEY

E-10 — Reading Standard

EVALUATION 1:

1) b 2) b 3) b 4) b 5) a

EVALUATION 2:

1) c 2) b 3) a 4) a 5) c

EVALUATION 3:

1) c 2) c 3) d 4) b 5) b

EVALUATION 4:

1) d 2) b 3) a 4) d 5) d

E-11: Determine the main idea inferred from a selection.

READING STANDARD E-11 – PREPARATORY SHEET 1
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

EXPLANATION: A selection, in terms of this skill, consists of two or three paragraphs. The main idea to be inferred is a summary of the details contained in the entire selection. (This skill is also identified for assessment as "a real world situation" on the state functional literacy exam).

SAMPLE TEST ITEM:

Read the story and answer the question.

Sandy and Jim were in charge of organizing the junior class picnic in the spring. They decided to plan well ahead of time.

First they made a list of the jobs that would have to be done. Some of the tasks included were fund raising, food, decorations, and recreational activities. When they completed the list, Sandy and Jim realized they would not be able to accomplish everything by themselves.

They then decided to organize committees to handle each of the major jobs. They spoke with friends and advertised in the school paper for volunteers. Then Sandy and Jim held a meeting whereby committees were formed, coordinators selected, and tasks for each committee listed.

Which sentence below tells the main idea best?

- a. Sandy and Jim were to plan for a picnic.
- b. There are many tasks to be done before you can have a picnic.
- c. Sandy and Jim organized committees.
- d. Sandy and Jim were well-organized when planning for the class picnic.

READING STANDARD E-11 – ACTIVITY 1
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read the following story. Answer the questions on your own paper.

Not all heroes have superpowers like Hercules seemed to have. Some are just plain, ordinary people who become heroes almost by accident. Maybe you've heard about some of these people. Men, women, and sometimes even children can become heroes.

One thing these everyday heroes share with heroes such as Hercules is bravery. These people may not fight monsters, but they do brave deeds such as saving people from fires or drowning and helping when people are hurt. They help people when they need it most, sometimes at great danger to themselves. And that's what being a hero is really all about.

1. What is the *main idea* of paragraph 1?
 - a. Ordinary people can become heroes.
 - b. Heroes make mistakes but they don't matter.
 - c. All heroes are well known for their brave deeds.
 - d. Even children can become heroes.
2. What is the *main idea* of paragraph 2?
 - a. Maybe you have heard about people who have become heroes.
 - b. Heroes help people when they need it most.
 - c. To be a hero you have to fight monsters.
 - d. Heroes are always in danger.
3. What is the *main idea* of the story?
 - a. Hercules' amazing powers
 - b. How to fight monsters
 - c. What makes a hero
 - d. Reasons heroes are always in danger

READING STANDARD E-11 – ACTIVITY 2
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read the paragraph below. On your own paper write the correct statement showing the *main idea*. Explain why each of the other choices would not be correct.

The boy sat rigidly in the main office. Secretaries bustled about, moving from desk to desk and answering telephones. Student assistants typed, delivered messages and shot occasional, questioning glances at him. In a corner of the office, two of them were whispering together. He was sure he heard them use his name. Once the principal's door opened, and a serious-faced boy, a classmate of his, was ushered out. A drop of sweat trickled down his face. Still the principal's door remained shut, and no one in that whole office told him what would happen next or when.

Possible choices: Statements of Main Idea

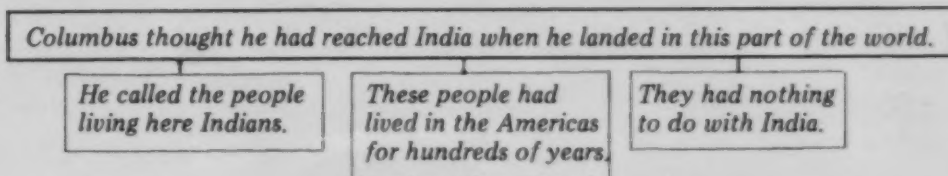
- a. Whipped cream is seldom used on sausage pizza.
- b. Students working in a school office often gossip about other students who are waiting there.
- c. Some people stay cool and unconcerned when in trouble.
- d. Classrooms are usually busy places in large high schools.
- e. Waiting in a school office to face the principal can make a person nervous.

READING STANDARD E-11 – ACTIVITY 3
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Make block "pictures" showing the main idea and supporting details found in each of the following paragraphs. The first paragraph is done for you. Do the other "pictures" on your own notebook paper. Using the main idea from each paragraph to help, write the main idea of the entire selection.

INDIANS IN AMERICA

- A. Columbus thought he had reached India when he lived in this part of the world. He called the people living here Indians. These people had lived in the Americas for hundreds of years. They had nothing to do with India.



- B. Indians lived in different kinds of homes. Indians around the Great Lakes lived in wigwams. Other Indians lived in tepees. Some lived in long houses with several other families. Indians in the Southwest lived in houses made of adobe brick.
- C. Indians had both meat and vegetables to eat. The men killed wild animals for food. Some Indians raised corn. Some grew beans and squash. The Indians also caught many kinds of fish in the streams.
- D. The Indians gathered many of the things they needed in the woods. They made hatchets from stone. Their arrow heads were made of flint. Their bows were made of wood. The Indians used clay to make pottery and reeds to make baskets. They used birchbark to make canoes.

READING STANDARD E-11 — ACTIVITY 4
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read each story and answer the questions on your own paper.

1. Ann was very nervous. She was on her way to the department store for a job interview. It was the first one she ever had. She sent an application together with a resume. The personnel director had called her and scheduled an appointment.

In preparing for the interview, Ann decided to wear a tailored suit. She also decided against using too much make-up. During the interview she was careful to be polite, to listen carefully, and to answer the personnel manager's questions as completely and honestly as she could. A week later the store called her and asked her to report to work the following Monday at 8:00 a.m.

Which sentence below tells the main idea best?

- a. The personnel manager hired Ann because he was impressed with her application and the way she conducted herself during the interview.
 - b. Applying for a job can make you as nervous as Ann was.
 - c. In applying for a job, you should fill out an application and also make up a resume which tells about you and your skills.
 - d. It usually takes a week after the interview for an employer to let you know whether or not you have the job.
2. There are many places to look if you want to purchase a used car. You can look in the classified ads and find a private owner who wishes to sell his car directly. In this situation, you will probably have to pay cash, and you should make sure the car is in good running condition.

Another place to look for a used car is at a new car dealer. These dealers usually keep the best of the cars that are traded in. For this reason, a used car might be more expensive than if you bought from someplace else.

A third place is a used car lot. The prices of the cars are usually less, but used car dealers generally get their cars from auctions or from new car dealers. A good car can be bought, but it is wise to check it out for mechanical difficulties.

Which sentence below tells the main idea best?

- a. Most of the used cars at a new car dealer are expensive, but not in good shape.
 - b. There are advantages and disadvantages to purchasing a used car no matter where you get it.
 - c. The safest place to buy a used car is through a private owner.
 - d. The best price on a used car will probably be found at a used car lot because these dealers generally get their cars from auctions.
3. The sea is brimming with an endless variety of life. Sea creatures are as enormous as the whale and as small as the fairy shrimp. They are as bold as the shark and as shy as the octopus. One of the most interesting and comical forms of life in the sea is the crab.

Crabs range in size from smaller than your fingernail to larger than your bathtub. Many crabs have been able to adapt to life in land, but they usually remain close to water. They can be located in either very shallow or very deep waters.

There are several varieties of crabs. The hermit crab lives inside a succession of temporary "houses", continuously outgrowing them. The fiddler crab has an enlarged claw which extends from its body making it look as though it is carrying a violin.

According to the above story, which statement can be inferred from the facts?

- a. Crabs are dangerous to humans.
- b. All forms of sea creatures are enormous.
- c. There is only one variety of crabs.
- d. Crabs are fascinating sea creatures.

READING STANDARD E-11 – ACTIVITY 4
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

4. A reporter must learn to live with the problem of limited time. He must gather the news quickly and write it clearly and accurately. When the story is finished, the copy editor then rushes to check it for facts, completeness, and style. Next, the story goes to the composing room to be set in type and printed. After that, the paper is distributed. The reader gets what he wants, the latest news.

The publication of a newspaper has been called "the daily miracle." It is a miracle. In a matter of hours, news of the city, state, nation, and world is gathered, studied, selected, written, edited, printed, and distributed. Of course, some news will not be printed. There is not enough room in a newspaper to print everything that happens. Only the news that seems most important and interesting is selected.

Which sentence below tells the main idea best?

- a. Time is very important to the newsman.
 - b. News must be gathered quickly.
 - c. Stories are set in type in the composing room.
 - d. Picking the right news story takes a lot of time.
5. A lot can happen in the trauma room of a county hospital on a Saturday night. Patients who are near death, but who have a chance to live, are received here. Ambulance drivers, interns, nurses, resident doctors, and aides rush about the room. Policemen, witnesses of accidents, and worried relatives crowd the hall. The telephone rings constantly.

On a wheeled stretcher called a gurney, a boy is writhing in great pain. He lies there fully conscious, gritting his teeth, trying not to cry. He has a broken leg and a smashed pelvis. His motorcycle was hit by a car only minutes before.

Which sentence below tells the main idea best?

- a. Patients near death are in the trauma room.
- b. The trauma room is a sort of Grand Central Station for the sick, the injured, and the near dying.
- c. A boy was hit by a car.
- d. The trauma room is the place police and witnesses to accidents meet to discuss accidents.

READING STANDARD E-11 — ACTIVITY 5
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

TEACHER DIRECTED

- A. DIRECTIONS:** Separate headlines from articles and have students match correct ones.
Underline main idea in a paragraph.
Cut off headline and have student write his own.

- B. DIRECTIONS:** Select enough newspaper articles so that groups of two or three students can work with one article. Clip off the headline of each article and distribute them to the students. Ask them to read the article, write one sentence stating the main idea, and write a new headline using the sentence they wrote.

Example: Sentence - The jobless rate for the month of December was the lowest in three years.

Headline - Jobless Rate Hits Three Year Low

- C. DIRECTIONS:** Ask students to write a story of two paragraphs or more on the subject of what they do during the day, what plans they have for the future, or a real-life incident they participated in or observed. When they have completed their stories, have them exchange papers. They are to suggest sentences which convey the main idea of what they have read. Select a few stories and main idea statements for class discussion.

ACTIVITY

ANSWER

KEY

E-11 — Reading Standard

ACTIVITY 1:

1) a

2) b

3) c

ACTIVITY 2:

(Main Idea E)

- A. The first statement has absolutely nothing to do with any aspect of the passage. Students who are serious in choosing it are not ready for further study of main ideas in printed form.
- B. The second statement is related to one supporting detail in the passage. To find an implied main idea, the reader must look at all details. Generally, one detail isn't, by itself, enough as is the case here. This is closer than some but still not a thoughtful choice.
- C. The third statement is in direct contradiction to the details in the passage, all of which indicate, to a greater or lesser degree, the boy's nervousness. Students choosing it could not have looked carefully at any of the details herein, let alone have synthesized them.
- D. The fourth statement is not too much closer to the main idea than the first one. The passage is about a school, but its entire focus is on the main office of that school. In fact, classrooms are never mentioned. Students choosing this one, like those choosing the previous, contradictory one, have paid virtually no attention to the supporting details.
- E. The fifth statement is the most accurate indication of the main idea. It includes the activity, the place, and the emotions which can be found throughout the passage. Students who choose it should be rewarded, and their reasons for choice should be carefully reviewed during all-class discussion. Student analysis of the contribution of each supporting detail to this choice should be faithfully executed during this review.

(Answers may vary)

ACTIVITY ANSWER KEY

E-11 – Reading Standard (continued)

ACTIVITY 3:

Topic Sentence paragraph 2

Indians live in different kinds of homes.

Topic Sentence paragraph 3

Indians had both meat and vegetables to eat.

Topic Sentence paragraph 4

The Indians gathered many of the things they needed in the woods.

– Topic of selection –

answers may vary

ACTIVITY 4:

1) a

2) b

3) d

4) a

5) b

READING STANDARD E-11 — EVALUATION I
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read each story and answer the questions on your own paper.

1. You should store your dry mixes, flour, meal, cereal and pasta in bug-proof containers of glass, wood, or tin because insects can bore right through the wrappings these products come in.

To kill any insect eggs that may already be in the package, the experts suggest freezing these flour and meal products in a moisture-proof container at zero degrees for four days.

Which sentence below tells the main idea best?

- a. Store dry foods in bug-proof containers.
 - b. Freeze dry foods to kill insect eggs.
 - c. Glass, wood, and tin are bug-proof.
 - d. Dry foods need to be protected from insects and insect eggs.
2. If you wish to charter a ride into space on the NASA space shuttle, you will have to wait about twenty-five years. Even though astronauts will be taking trips much sooner, planning a space vacation will take the additional time.

In the meantime you can save money. The trip is expensive since we haven't learned to overcome the force of gravity. The estimated cost is at least \$20 million, and the price tag doesn't include inflation.

Which sentence below tells the main idea best?

- a. No one will go into space until after the year 2,000.
- b. It would be fun to plan a party into outer space.
- c. Trips to outer space are still too dangerous because of the force of gravity.
- d. A pleasure trip into space is not possible now and would be too costly.

3. Gorillas are the biggest and heaviest of all primates. They are strict vegetarians in the wild and rarely drink water.

Gorillas get most of their moisture from food. When they need a drink, they soak the fur on the back of their hands and suck the water from it.

Which sentence below tells the main idea best?

- a. Gorillas get most of their water from plants.
- b. Gorillas need little water and get it through unusual means.
- c. Gorillas are vegetarians.
- d. Gorillas drink by licking their skin.

READING STANDARD E-11 – EVALUATION I
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

4. According to the U.S. Census Bureau, in 1960, 41.1% of the population over 25 had completed high school. By 1970, the percentage was 55.2%. In 1976 it had risen to 64.1%.

A similar increase took place among those who completed four years or more of college.

Which sentence below tells the main idea best?

- a. The average student is smarter today.
 - b. The educational level of Americans is rising steadily.
 - c. Statistics can prove almost anything.
 - d. More people are completing college than in 1960.
5. Hurricanes are a seasonal threat to Florida. Strong, gusty winds threaten everything in their paths. Palm trees sway and huge oaks are uprooted. Billboards and power lines come down. Window glass must be protected from flying objects.

Heavy rains produce flooding and loss of crops. Property damage can run into millions of dollars.

Hurricane warnings issued by the weather bureau help keep loss of property and life to a minimum.

Which sentence below tells the main idea best?

- a. Hurricanes produce heavy rains.
- b. Hurricane losses can be kept to a minimum.
- c. Crop damage can run into millions of dollars.
- d. Hurricanes are destructive.

READING STANDARD E-11 – EVALUATION II
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read each story and answer the questions on your own paper.

1. Eating in space is different from eating on earth. The food that astronauts carry with them does not look like the food you eat.

Some food is carried in closed bags. It is cooked and frozen before the astronauts get it. All the water is removed from the food. In the space capsule, the astronaut puts the water back. He "shoots" hot or cold water into the food bag with a special gun. He eats the food through a small hole in the bag.

Astronauts cannot drink water from open cups. The water would float in drips in the air. The water is put in the special gun. The astronaut shoots the water in his mouth.

Which sentence below tells the main idea best?

- a. Eating in space is easy.
 - b. Astronauts must learn to eat differently in space.
 - c. You get hungrier in space than on earth.
 - d. Astronauts need hot and cold water to eat.
2. Starting a garden is a summertime thrill. Eating your own vegetables or watching your flowers bloom is a pleasure. With a small plot of ground, some gardening tools and some seeds you can make your own garden.

When your garden begins to grow, you'll have to pull out the weeds and keep the soil loose. If the soil looks dry or cracked your garden will need watering. A garden needs care during the growing season but the results will give you much pleasure.

Which sentence below tells the main idea best?

- a. Vegetables and flowers grow in a garden.
 - b. Gardens grow in the summer.
 - c. Growing a garden takes work and care, but the rewards are many.
 - d. A sunny spot is best for a garden.
3. Until about ten years ago, scientists had little fossil evidence of plants or animals that lived more than 500 million years ago.

The remains of the earliest known form of life to appear on the earth have been found in rocks from South America. These microscopic one-celled creatures are 3.4 million years old. The discovery pushes the age of the oldest known evidence of life by 100 million years. Some 200 well preserved cells were found. They were physically similar to today's blue-green algae. These cells were living in warm, shallow seas more than a billion years after the earth was formed about 4.6 billion years ago.

Which sentence below tells the main idea best?

- a. The earth has aged billions of years in the past decade.
- b. The earth was formed 4.6 billion years ago.
- c. Billions of years ago all life lived in warm water.
- d. New discoveries indicate the earth is much older than we previously thought.

READING STANDARD E-11 — EVALUATION II
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

4. Your water heater is your biggest user of electricity. The water heater in the home uses twice as much electricity per month as any appliance such as a refrigerator, freezer, or an electric range.

Try not to use hot water when cold water would do. Do not let the hot water run faster or longer than needed. If you do these things you will not waste money.

Which sentence below tells the main idea best?

- a. Hot water heaters waste a lot of electricity.
 - b. Wise usage of hot water can save you money.
 - c. Cold water is better than hot water.
 - d. Everyone wastes water.
5. Jeff and Sam had their surf boards on the top of their Volkswagen. The boards were securely attached as the boys had spent a lot of money for them.

They had a lunch in the back seat of the car with plenty of lemonade to drink in a cooler.

It was Saturday and a beautiful day for surfing.

Which of the following sentences tells the main idea best?

- a. It was a beautiful day.
- b. Jeff and Sam are going surfing.
- c. Jeff and Sam have a Volkswagen.
- d. Jeff and Sam have a lunch packed.

READING STANDARD E-11 — EVALUATION III
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read each story and answer the questions on your own paper.

1. In the summertime drawing the shades or closing the curtains early in the day will help keep out the sun's heat. Then, when the sun sets, open the curtains and raise the shades to take advantage of the breezes.

In the winter, reverse the process. Open the shades and curtains early in the day to catch the heat from the sun. Then close the shades and curtains at night to keep the heat in.

Which sentence below tells the main idea best?

- a. The sun is too hot in the summer.
 - b. You can't feel the breeze if your blinds and curtains are closed.
 - c. Proper control of the sun at your windows can help keep your home more comfortable.
 - d. Always open your curtains and shades early in the morning.
2. *We Care, Incorporated*, a twenty-four hour crisis intervention and hotline service, is starting a training session for prospective volunteers at 7:00 p.m., Monday, at Gaines Park, 5135 Australian.

The meetings are to be held each Monday and Wednesday from 7:00 to 9:30 p.m. through October 12. These meetings are free and open to all.

The training sessions deal in such areas as communications techniques, sexual problems, family and marital problems, violence, rape, problems of the elderly, youth problems, legal problems, mental health resources, suicide, and depression. *We Care* shows volunteers ways to handle these problems.

Which sentence tells the main idea best?

- a. *We Care, Incorporated*, is training new volunteers.
 - b. *We Care, Incorporated*, is located at Gaines Park.
 - c. *We Care, Incorporated*, is a free service.
 - d. *We Care, Incorporated*, now has two local offices.
3. When someone has heat stroke, he lapses into a coma and sweating stops. The body temperature soars to over 106 degrees. When it reaches 108 degrees, every tissue is cooked. At this temperature permanent brain damage is likely. Heat stroke always is fatal if untreated.

The first thing to do for a heat stroke victim is to get him out of the sun, remove his clothes, and douse him with water. Use a piece of clothing to fan him, then get him immediately to the hospital.

Which sentence below tells the main idea best?

- a. It is important to lower the temperature of a person suffering from heat stroke.
- b. Heat stroke is always fatal.
- c. Permanent brain damage occurs when body temperature reaches 108 degrees.
- d. Do not move a heat stroke victim.

READING STANDARD E-11 – EVALUATION III
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

4. "You know the dinner I cooked tonight? The dog ate it!" Sally told Jimmy.

"Don't worry, honey," Jimmy replied. "I'll get you another dog."

Which sentence below tells the main idea best?

- a. Sally's dog died.
 - b. Sally was really upset.
 - c. Sally is a horrible cook.
 - d. Sally's dinner would have poisoned Jimmy.
5. Chris was a champion home run hitter. She averaged a home run every game. Chris even had two inside-the-park home runs.

As a first base player Chris finished the season without errors and had a record number of outs.

Which sentence below tells the main idea best?

- a. Chris got a home run every game.
- b. Chris is a good all round baseball player.
- c. Chris played first base.
- d. Chris had no errors.

READING STANDARD E-11 — EVALUATION IV
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

DIRECTIONS: Read each story and answer the questions on your own paper.

1. As a boy, Fred used to sit at the wheel of his dad's car and imagine he was driving. When he was old enough to get a job, he put all of his earnings into a special account which was to be used to buy his first car. After listening carefully to his dad's ideas about used cars, Fred set out to find the perfect automobile. Several of his friends went with him. Many hours later, Fred found a great looking car. He and his friends checked the engine and transmission completely. Fred decided this was the ideal car. Fred had one problem, however. The car cost \$200 more than he had in his account. He asked his dad to lend him the \$200. When he did this, Fred showed his dad how he would pay back the loan, with interest. His dad was glad to help. Now Fred has his own car. He drives himself to work, and he and his friends have more fun on the weekends. Fred's dream worked out just like he had hoped it would.

Which sentence tells the main idea best?

- a. When he was little, Fred pretended to drive his dad's car.
 - b. Fred has lots of friends who help him use his car.
 - c. Fred and dad have a good relationship.
 - d. Through planning and hard work, Fred was able to make his dream of owning a car come true.
2. When Carol was 12, she got her parents to buy her a fine new guitar. The first thing she learned was that the strings hurt her fingers. Her chords sounded like the cries of a dying cat. After two weeks, Carol put her guitar away in the closet. In high school, Carol wanted to be a cheerleader more than anything else. In the try-outs, she did quite well but did not make the squad. The P.E. teacher told her to practice the cheers and try out again. Instead, Carol joined the sewing club. Whenever Carol got a low grade in her senior French course, she complained about the teacher. Finally her teacher told her she needed to work harder. Carol dropped the course.

Which sentence tells the main idea best?

- a. Playing the guitar, cheerleading, and learning French are no fun.
 - b. Carol is not willing to work hard enough to learn how to do things which take a lot of time and effort.
 - c. Carol likes to try doing many different things.
 - d. Carol felt bad because she did not make the cheerleading squad.
3. Bob did not think there was anything really wrong with school. He just thought it was boring. He decided to quit school. Bob happened to meet Ted, one of his friends, who had quit school the year before. Bob was ready for some real excitement, so they planned to spend the next day together. What they did, however, was to spend the next morning hanging around the pool hall. They had no money, so they could not play. Bob learned that leaning against the wall was even more monotonous than going to school.

Later that afternoon, Ted told Bob that he was planning to go back and finish school so that he could get a job. Bob decided to go back to school and stop messing around.

Which sentence tells the main idea best?

- a. Bob was hostile towards high school.
- b. Bob and Ted like to play pool after work.
- c. Bob learned from Ted that dropping out of school was not a good idea.
- d. Ted was planning to go back to school so that he could get a job.

READING STANDARD E-11 – EVALUATION IV
DETERMINE THE MAIN IDEA INFERRED FROM A SELECTION

(Cont.)

4. My cousin and her family wanted to vacation near the ocean. In order to plan for the trip, they went to a travel agency and picked up brochures which described several cities on the Atlantic coast. They decided they wanted to go to Daytona Beach and that they would drive rather than fly.

They checked a map to determine how far away Daytona Beach was and figured out the approximate number of hours it would take them to get there. Then they made a list of the types of clothes and other items they wanted to take with them. They also got a list of the hotels and motels near the beach and checked their daily rates. Based on the amount of money they had, they decided to stay at a hotel with moderate rates for a period of four days.

Which sentence below tells the main idea best?

- a. My cousin's family wanted to go to Daytona Beach for four days.
 - b. The family decided to drive rather than fly because it was not as expensive.
 - c. My cousin's family gathered information before deciding where they would vacation and for how long.
 - d. The family made a list of the items they would need for the trip.
5. Classified ads are one place to look when you want to find a job. Most of the time, people writing these ads try to keep them short but factual. It is important when reading these ads to think carefully about the information given to you.

Other sources for employment are public and private. Public agencies do not charge you a fee when helping you find a job. These agencies receive their money from taxes. Private agencies charge you a fee, but are able to give more help since they do not serve as large a number of people.

However you find a job, you should be sure it fits your skills, pays the amount of money you need, and has opportunities for promotion.

Which sentence below tells the main idea best?

- a. There are several sources available to help you in finding the right job.
- b. Public employment agencies are the best source for finding a job.
- c. Classified ads are not always clearly written, but are short and give you the facts.
- d. Your job should pay enough and should have opportunities for promotion.

EVALUATION

ANSWER

KEY

E-11 — Reading Standard

EVALUATION 1:

1) d 2) d 3) b 4) b 5) d

EVALUATION 2:

1) b 2) c 3) d 4) b 5) b

EVALUATION 3:

1) c 2) a 3) a 4) c 5) b

EVALUATION 4:

1) d 2) b 3) c 4) c 5) a

READING STANDARD--F

The student will find information in a message.

F-12: Find who, what, where, when, which, and how information from a selection.

READING STANDARD F-12 – PREPARATORY SHEET 1
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: **Read the selection and choose the best answer. Write the answer on your own paper.**

Jane is an office secretary. When she writes a letter dictated into a machine, it costs her firm \$3.51 per letter. If not dictated into a machine, the average business letter costs her firm \$4.47--30 cents more than last year. The major reason for this price jump is higher salaries for executives and employees.

1. What causes the cost per business letter written to be higher without a dictating machine?
 - a. use of a dictating machine
 - b. higher cost of paper
 - c. higher salaries for executives and employees
 - d. Time wasted in rewriting letters

2. When did the cost of the writing of a business letter increase?
 - a. last year
 - b. with the use of a dictating machine
 - c. this year
 - d. this month

3. Who received higher salaries?
 - a. Jane
 - b. executives and employees
 - c. only the secretaries
 - d. the office manager

4. Where does Jane work?
 - a. in a factory
 - b. at a department store
 - c. in a bank
 - d. in an office

READING STANDARD F-12 – PREPARATORY SHEET 2
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the selection and choose the best answer. Write the letter of the correct answer on your own paper.

After Rick Crane graduated from Boca High School he went to work as a shipping clerk. He soon found that to make a really good living, he would need some special training. After talking to the Navy recruiter, Rick decided to join the Navy because it had special schools for all kinds of things. He also liked the idea of traveling to other parts of the world. After his basic training in San Diego, California, Rick was stationed in Hawaii.

1. Why did Rick decide to join the Navy?
 - a. for higher salary
 - b. for special training
 - c. so he could see Germany
 - d. so he could get married
2. What was Rick's first job?
 - a. salesclerk
 - b. trainer
 - c. shipping clerk
 - d. travel clerk
3. Where was Rick sent after basic training?
 - a. San Diego
 - b. Hawaii
 - c. Boca Raton
 - d. Germany
4. Who did Rick talk with about his decision?
 - a. his principal
 - b. his father
 - c. his guidance counselor
 - d. the Navy recruiter

READING STANDARD F-12 – ACTIVITY 1
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the selection and choose the best answer. Write the letter of the correct answer on your own paper.

Welcome to the convention! After you leave the brief orientation session in the main lobby of the hotel, a guide will show you to your room. People who have last names that begin with the letters 'A' through 'L', follow the guide with a green hat. Those with the last name initials 'M' through 'Z', go with the guide who is wearing a red hat.

When you are settled in your hotel room, dial number 234 on the phone and order your dinner. Menus will be in your night stand drawer. Dinner is served at six o'clock p.m. Be on time. The dining room is at the very top of the building. Press 22 in the elevator. Further instructions about the convention will be given after dinner.

1. What is the occasion?
 - a. a convention
 - b. a party
 - c. a vacation
 - d. a seminar
2. Where should Audrey Appleton go after the brief orientation session?
 - a. Follow the guide with a hat
 - b. Follow the guide with a green hat
 - c. Follow the guide with the red hat
 - d. Follow all the other people
3. What time is dinner served?
 - a. 6:15 p.m.
 - b. 6:00 p.m.
 - c. 6:00 a.m.
 - d. 6:30 p.m.
4. When should Audrey, one of the conventioners, order dinner?
 - a. When she is settled in her hotel room
 - b. When she leaves the orientation session
 - c. When the waiter comes to her table
 - d. When the man with the green hat arrives
5. Which button should Audrey push to get to the dining room by elevator?
 - a. 21
 - b. T
 - c. P
 - d. 22

READING STANDARD F-12 — ACTIVITY 2
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the selection and choose the best answer. Write the letter of the correct answer on your own paper.

Ex-Runner May Run Again

Anthony Brown loves to show everyone his trophy. He won the prize during his sophomore year at Palm Beach Gardens High when he was on the track team. Now, five years later, Anthony can't run anymore because of a serious car accident that happened two years ago. Anthony's legs were pinned between the dash board and front seat for seven hours before help arrived. His legs below the thighs were crushed. Doctors told him that his chances for walking again were very poor.

Today, however, Anthony has new hope for regaining the use of his legs. Doctors are planning to use a new technique that could give Anthony a 90 to 100 % recovery.

Anthony will report to a medical center in Gainesville to prepare for the operation. He must be fitted for various synthetic replacements, or "new parts". Doctors say this could take three to five days. After the fitting stage, surgery will be scheduled for a time when Anthony will not have to miss school. Anthony is a Pre-law student at Florida State University.

1. When did Anthony Brown hurt his legs?
 - a. three years ago
 - b. when he was a sophomore
 - c. when he was a pre-law student
 - d. two years ago
2. How did Anthony Brown hurt his legs?
 - a. they were crushed in a train wreck
 - b. they were broken in a track meet
 - c. they were crushed in a car accident
 - d. they were broken in Gainesville
3. Which selection is the possible degree of recovery for Anthony?
 - a. 90 - 100%
 - b. 86 - 94%
 - c. 50 - 60%
 - d. 25 - 75%
4. When will Anthony actually be operated on?
 - a. immediately
 - b. during school
 - c. during the fitting
 - d. when school is over
5. Why must Anthony go to Gainesville?
 - a. to be fitted for special shoes
 - b. to be fitted for a special walker
 - c. to be fitted for special track shoes
 - d. to be fitted for synthetic replacements

READING STANDARD F-12 – ACTIVITY 3
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

- A. DIRECTIONS:** Read the classified ad and write the letter of the correct answer to the questions on your own paper.

MANAGER TRAINEE

Established consumer finance company has opening for responsible person. Must like to meet people. Must be at least a high school graduate, have automobile, neat appearance and pleasant personality. Paid vacation, hospitalization. Experience helpful but not necessary. Apply in person between 9 a.m.-4 p.m. 67093 Electronics Way.

1. Which of the following is **not** required?
 - a. High School diploma
 - b. automobile
 - c. neat appearance
 - d. finance background
2. Where does one apply?
 - a. 67093 Electronics Way
 - b. 67092 Electronics Way
 - c. 67092 Engineers Road
 - d. 67193 Electron Boulevard
3. How would one apply for this job?
 - a. mail in a letter
 - b. fill out a form
 - c. go in person
 - d. call in your name
4. Which is **not** a company benefit in this job?
 - a. paid vacation
 - b. pleasant personality
 - c. hospitalization
 - d. hospital insurance
5. When should you apply for this job?
 - a. after school
 - b. between 9 a.m. and 4 p.m.
 - c. between 9 p.m. and 4 a.m.
 - d. between 9 p.m. and 9:30 a.m.

READING STANDARD F-12 — ACTIVITY 3

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

(cont.)

- B. DIRECTIONS:** Read the passage below and write the letter of the correct answer to the questions on your own paper.

ORIGINAL FIZZ-WHIZ SPEEDY RELIEF with specially buffered aspirin for UPSET STOMACH with HEADACHE or BODY ACHES and PAINS 8 Tablets
--

For speedy relief of UPSET STOMACH, SOUR STOMACH, ACID INDIGESTION OR HEARTBURN with HEADACHE or BODY ACHES and PAINS. Especially recommended for these symptoms after too much to eat or drink. Take before bed and again on arising. Pain relief alone; headache or body aches and pains. Fever and muscular aches that may accompany a cold.

Directions: Fizz-Whiz must be dissolved in water before taking. Adults: 2 tablets every 4 hours up to 8 tablets in a 24 hour period; (persons 60 years of age or older: maximum dosage 4 tablets daily). Children: 1 tablet, (6-12); $\frac{1}{2}$ tablet, (3-5), 4 times daily; or as directed by a doctor.

CAUTION: For children under 3, consult your physician.

Select the best answer for each question below:

1. When would you use this medicine?
 - a. When you have a stubbed toe.
 - b. When you have an upset stomach.
 - c. When you have an ingrown fingernail.
 - d. When you have an itchy rash.
2. What must you do first in order to take this medicine?
 - a. take your temperature.
 - b. put a bandage around your toe.
 - c. drink a glass of milk.
 - d. dissolve it in water.
3. How many tablets may an adult take every four hours?
 - a. 4
 - b. 8
 - c. 2
 - d. 1
4. What is the daily maximum dosage for persons 60 years of age or older?
 - a. 4 tablets
 - b. 8 tablets
 - c. 2 tablets
 - d. 24 tablets
5. What is the age limit for children taking a half tablet four times daily?
 - a. 6 - 12
 - b. 5 - 12
 - c. 1 - 3
 - d. 3 - 5

READING STANDARD F-12 – ACTIVITY 4
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: This is a page taken from the *Florida Driver's Handbook*. Read the passage and write the letter of the correct answer to the questions on your own paper.

YOUR VEHICLE

Regardless of how well you drive, you are not safe unless your vehicle is in good operating condition. The law states what safety equipment you must have but every good driver wants his vehicle to do more than just meet the minimum standards - the law is only supposed to keep the most dangerous vehicles from the road.

MOTOR VEHICLE INSPECTION

All motor vehicles registered in Florida must be inspected annually for safe operation of brakes, lights, horn, steering mechanism, windshield wipers, directional signals and tires. Vehicles may be inspected at any state-licensed inspection station. A fee not to exceed \$3.00 will be charged for each inspection. There will be an additional \$1.00 delinquent fee for late inspection.

When a vehicle is found defective, the owner may have the fault corrected at any place he chooses. Reinspection, if made within ten days at the station making the first inspection, will be without charge. An additional fee will be charged if the reinspection is at a different station or at the same station later than 30 days.

Vehicles involved in accidents, in which there is damage to any item required to be inspected, may not be operated again until repairs are made and the vehicles pass a reinspection.

Vehicles must display a current inspection certificate to operate on any street or highway.

1. What does the word vehicle mean in the passage?
 - a. automobile
 - b. bicycle
 - c. train
 - d. carriage
2. What does the word inspection mean in this passage?
 - a. to check for safety.
 - b. to see clearly.
 - c. to drive carefully.
 - d. to pay a fee
3. Where should vehicles be inspected?
 - a. a service station.
 - b. you inspect it yourself.
 - c. a state-inspection station.
 - d. any car dealership.
4. Which of the following is inspected on the vehicle?
 - a. the oil pressure.
 - b. the directional signals.
 - c. the trunk light.
 - d. the speedometer.
5. How often must vehicles be inspected?
 - a. every 30 days.
 - b. every 6 months.
 - c. every 14 days.
 - d. every 12 months.

READING STANDARD F-12 – ACTIVITY 5
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

TEACHER DIRECTED

A. DIRECTIONS: This can be a group activity. A Current Newspaper or news magazine is required. Select at least three short articles or advertisements that are textual in content. Fill in the proper information on this worksheet. Some questions may not have an answer.

Sample Format

Name _____

Period _____

 Title of Article and Source

DIRECTIONS: Write the sentence in the selection that answers each question.

Question	Clue Sentence
Who is (was) involved?	
What happened or will happen?	
Where?	
When?	
Why?	
How?	

READING STANDARD F-12 — ACTIVITY 5
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

(Cont.)

- B. DIRECTIONS:** Give students a lead paragraph to read and answer who, what, where, which, how, and when questions.

Three nurses avoided injury Monday when they jumped from their second story windows onto a nearby truck as fire engulfed their apartment at 510 Wabash Avenue.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

Students may create their own questions with key words.

- C. TEACHER DIRECTIONS:** Put these headings on the board:

Who	What	When	Where	Which	How
(the neighbors)	(fought)	(last night)	(next door)	(in the blue house)	(quietly)

Ask students to suggest words and phrases for each heading. List the words and phrases under the appropriate heading. After five items have been listed under each heading, ask students to develop stories by selecting words and phrases from each column.

ACTIVITY ANSWER KEY

F-12 — Reading Standards

ACTIVITY 1:

1) a 2) b 3) b 4) a 5) d

ACTIVITY 2:

1) d 2) c 3) a 4) d 5) d

ACTIVITY 3:

A. 1) d 2) a 3) c 4) b 5) b
B. 1) b 2) d 3) c 4) a 5) a

ACTIVITY 4:

1) a 2) a 3) c 4) b 5) d

ACTIVITY 5:

Answers will vary.

READING STANDARD F-12 – EVALUATION I
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the following selection and write the letter of the correct answer to the questions on your own paper.

It was Monday night. Betty still had an essay to write for her English class on Tuesday. She had finished her math assignment before dinner, but now she was getting tired. "What in the world will I write about?" she puzzled.

Then the idea struck her. She'd write about her favorite thing to do --painting. Now that she had an idea that she was interested in, she no longer felt so tired and began to write immediately.

1. When did Betty write her essay?
 - a. in the morning
 - b. the night before her class
 - c. two days ahead of time
 - d. before dinner
2. What problem was Betty having?
 - a. finding a pencil and paper
 - b. wanting to go out
 - c. not having an idea
 - d. finishing her math assignment
3. How did Betty solve her problem?
 - a. by writing about something she liked
 - b. by going to sleep and doing the assignment the next day
 - c. by working out a puzzle
 - d. by eating a snack before she started writing
4. What did Betty do before dinner?
 - a. painted a new mural
 - b. finished her English assignment
 - c. finished her math assignment
 - d. took a walk
5. When was Betty's essay due?
 - a. Monday
 - b. Tuesday
 - c. next month
 - d. after dinner

READING STANDARD F-12 — EVALUATION II
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the following selection and write the letter of the correct answer to the questions on your own paper.

In different parts of the country, colleges have formed groups. They have done this mostly to set up schedules for sports events. Such groups are called "leagues" or "conferences" and bring the schools together to work with each other on many projects. These groups are usually formed by schools which are near each other.

The oldest of these groups is called the Ivy League. It is made up of private colleges in the Northeast United States. Some of the best known schools in the country are in this league. Harvard, Yale, Brown, and Dartmouth are in the New England states. Cornell and Columbia are in New York, with Princeton located in New Jersey. The University of Pennsylvania is the farthest school south.

The Atlantic Coast Conference is found in the southern part of the United States. Its members are in states which are on the Atlantic Ocean. There are both private and state schools in this group. Duke University, in Durham, North Carolina, is one of the private schools and Wake Forest in Winston-Salem, North Carolina, is the second one. The other five schools are state universities. The Universities of Virginia, Maryland and North Carolina are in this group. North Carolina State and Clemson University in Clemson, South Carolina, make up the public ones. The University of South Carolina was once an Atlantic Coast school but dropped out a few years ago.

One of the newest groups in the United States is the Pac Ten Conference. It is found on the Pacific Coast and includes schools from the states of Washington, Oregon, California and Arizona. California has the most schools in the conference. They are Southern California, U.C.L.A., the University of California and Stanford. There are two state schools in Oregon and in Washington. The newest members of this conference are the University of Arizona and Arizona State University.

1. Which is the oldest group?
 - a. Pac Ten
 - b. Southwestern Conference
 - c. Ivy League
 - d. Atlantic Coast Conference
2. Which is the newest group?
 - a. Pac Eight
 - b. Denver Nuggets
 - c. Pac Ten
 - d. Pac Coast
3. Where are the Ivy League colleges mostly located?
 - a. Northeast
 - b. Southeast
 - c. Northwest
 - d. Southwest
4. The newest member of Pac Ten is:
 - a. South Carolina, North Carolina
 - b. California, Stanford
 - c. Arizona, Arizona State
 - d. Alaska, Alaska State
5. Which University in the Ivy League is the farthest south?
 - a. Yale
 - b. Harvard
 - c. Cornell
 - d. Pennsylvania

READING STANDARD F-12 – EVALUATION III
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the following selection and write the letter of the correct answer to the questions on your own paper.

HELEN KELLER

Serious illness made Helen Keller blind and deaf before her second birthday. After a long struggle a patient teacher, Anne Sullivan, was able to teach her what words were. Helen Keller then quickly learned how to speak with her hands in sign language and later to read, write, and type in Braille. Although she could not hear herself, Helen was determined to learn to speak. It took four years, but she learned well enough to go to school and college with the aid of her teacher, Miss Sullivan, who spelled the lectures and class discussions into her hands. After graduating with honors from Radcliffe in 1904, she devoted her life to helping other blind people and was an active worker for the American Foundation for the Blind. She wrote books, gave lectures, and raised money to help the blind. In later years her special interest was making life better for the blind people on five continents around the world.

1. Who taught Helen Keller about words?
 - a. Anne Sullivan
 - b. her mother
 - c. Radcliffe
 - d. Mr. Keller
2. When did Helen Keller lose her sight?
 - a. at birth
 - b. in early childhood
 - c. at age four
 - d. 3 months after birth
3. How did Miss Sullivan translate lectures to Helen Keller?
 - a. spelled them into her hand
 - b. through lip reading
 - c. writing them down
 - d. wrote them in braille
4. In later years, Helen Keller had special interests in:
 - a. writing books
 - b. learning to speak
 - c. helping make life better for blind people of undeveloped countries
 - d. going to college
5. What made Helen Keller lose her hearing and sight?
 - a. an automobile accident
 - b. a serious illness
 - c. a fire
 - d. she was born deaf and blind

READING STANDARD F-12 — EVALUATION IV
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION
IN A SELECTION

DIRECTIONS: Read the following selection and write the letter of the correct answer to the questions on your own paper.

SKATEBOARDING

Skateboarding is probably the fastest growing sport in America. But, how safe is skateboarding? A group of medical doctors in California say that last year more than 70,000 people were injured in skateboard accidents.

What can be done to make skateboarding safer? The doctors in California advise riders to wear rubber-soled tennis shoes. Gloves, knee pads, and helmets should also be worn.

Further, beginners should learn the basic moves first. Also, everyone should check the skating surface carefully for smoothness.

1. How many people were injured from skateboard accidents last year?
 - a. more than 70,000
 - b. one half of the teenage population
 - c. three hundred
 - d. fewer than the preceding year
2. Who should spend time learning the basic moves?
 - a. teachers
 - b. parents
 - c. beginners
 - d. champions
3. What kind of footgear is recommended?
 - a. loose fitting
 - b. leather
 - c. rubber-soled tennis shoes
 - d. thick-soled hiking shoes
4. What is the fastest growing sport in America?
 - a. swimming
 - b. skateboarding
 - c. school work
 - d. bowling
5. Before skateboarding, what else should everyone check?
 - a. the skating surface for smoothness
 - b. make sure your shoes are on the right feet
 - c. make sure you have your skateboard
 - d. make sure your helmet is green in color

EVALUATION

ANSWER

KEY

F-12 – Reading Standard

EVALUATION 1:

1) b 2) c 3) a 4) c 5) b

EVALUATION 2:

1) c 2) c 3) a 4) c 5) d

EVALUATION 3:

1) a 2) b 3) a 4) c 5) b

EVALUATION 4:

1) a 2) c 3) c 4) b 5) a

F-13: Determine the order of details in a selection.

READING STANDARD F-13 — PREPARATORY SHEET 1
DETERMINE THE ORDER OF DETAILS IN A SELECTION

TEACHER DIRECTED

EXPLANATION - This skill requires the student to correctly associate a sequence of events from a printed selection. Activities which strengthen sequencing skills and learning the meaning of such words as *first*, *next*, *subsequently*, *afterwards*, and *in conclusion* will assist students in the mastery of this skill.

Development of Ability to Establish Order

The following is an overview of the strategy proposed to lead students to the ability to establish order or sequence. It starts with a *very basic* approach. With students of distinctly limited ability, this is the place to begin. If students are more capable, however, the teacher may wish to begin with a subsequent step. The types of exercises, in ascending order of difficulty, are as follows:

1. Exercises using the daily newspaper comic strip.
2. Short passages followed by a jumbled sequence of details.
3. Longer passages followed by a jumbled sequence of details.
4. Passages in which the reader chooses and organizes a set of details.
5. Passages in which the order of reported details is not the actual order of events.

SAMPLE ACTIVITY

Write the following situations on the board:

- You are planning to have a party at your home.
- You want to make an outfit for yourself.
- You want to build a bookcase for your bedroom.
- You want to rearrange the furniture in the living room.

Distribute 5 index cards to each student. Ask them to choose one of the tasks on the board. They are to list at least five steps they would have to take to accomplish that task. Each step should be listed on the front of the card. The order in which the steps should be done should be indicated on the back with the numerals 1 through 5. After students have listed the steps, they should jumble their cards and exchange with another student, putting each other's cards in the correct order.

READING STANDARD F-13 – ACTIVITY 1
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the passages below. As you do so, answer the following questions.
Use your own paper.

1. The care the detective took in doing her work was really something. She first told everyone to leave everything alone. Then she began her job. She checked all tables and chairs for fingerprints. She moved across the rug looking for anything which might have fallen on it. Then she knelt beside the body. With a handkerchief in her hand, she inspected it from head to toe. Only then did she roll it over.
 - a. What was the next to last thing the detective did?
 - b. What was the detective's first order to the people in the room?
 - c. What did the detective do just before inspecting the rug?
 - d. What was the first thing the detective checked after giving orders?

2. In the old days, when men were allowed to have many wives, a middle-aged Man had one wife that was old and one that was young; each loved him very much and desired to see him like herself. Now the Man's hair was turning grey, which the young Wife did not like, as it made him look too old to be her husband. So every night she used to comb his hair and pick out the white ones. But the elder Wife saw her husband growing grey with great pleasure, for she did not like to be mistaken for his mother. So every morning she used to arrange his hair and pick out as many of the black ones as she could. The consequence was the Man soon found himself bald.

Yield to all and you will soon have nothing to yield.

- a. When did all the events take place?
- b. What happened each morning?
- c. What did the young wife do to make the man look young?
- d. What was causing the man to become bald?
- e. Where is the moral of the story found?

READING STANDARD F-13 – ACTIVITY 2
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the selections. Number the sentences in the order in which they came in the story on your own paper.

Slaves

1. It is interesting to know that all of the "Five Civilized Tribes" held slaves. It is fact, rather than fiction, that the Cherokees, Choctaws, Creeks, Seminoles, and Chickasaws held Negroes as slaves.
 The Dutch introduced slavery into the Virginia colony in 1716. At this time the Indians knew nothing of the institution called slavery. Long before the removal of the Five Civilized Tribes, however, they had learned that to own slaves was a sign of wealth and prestige. The ambitious Indian, therefore, was not a slave-owner for profit, as was the white Southerner, but rather for social and political standing.
 - a. ____ All of the "Five Civilized Tribes" held slaves.
 - b. ____ The Dutch introduced slavery into the Virginia colony.
 - c. ____ The Indian was a slave-owner for social and political standing.
 - d. ____ The Indians knew nothing of the institution called slavery.
 - e. ____ The white Southerner was a slave-owner for profit.

Hopping a Freight

2. It was the last week in June, an afternoon bright and cool. A little west of the station stood a freight train waiting for orders. As the train started I ran along and jumped into a boxcar. I stood at the open side door and watched the running miles of young corn. Crossing the long bridge over the river my eyes swept over it with a sharp hunger that the grand old river satisfied. Except for my father, no one of our family had seen the river. As the train slowed down, I jumped out.
 - a. ____ As the train started I jumped into a boxcar.
 - b. ____ As the train slowed down I jumped out.
 - c. ____ I stood at the open side door and watched the young corn in the fields go by.
 - d. ____ The freight train stood a little west of the station.

Environment

3. Before going into specific city problems, it is necessary to understand how the environment in which we live today is different as a whole from what it was in the past. Before the scientific revolution, the population explosion, and the concentration of people in cities, the environment was the country, and the sea the sea. Between these, man lived and made his mark. Yet, beyond the small part of the planet on which he lived, all was practically untouched.
 - a. ____ The environment is different as a whole from what it was in the past.
 - b. ____ Before different factors came into being, the country was the country, and the sea the sea.
 - c. ____ Between these, man lived and made his mark.
 - d. ____ Beyond the small part of the planet on which he lived, all was practically untouched.
 - e. ____ We have specific city problems.

READING STANDARD F-13 – ACTIVITY 2
DETERMINE THE ORDER OF DETAILS IN A SELECTION

(Cont.)

Drama

4. Besides writing short stories, Arthur Miller is also one of America's foremost playwrights. In 1949, he received the Pulitzer Prize for his well known play *Death of a Salesman*. You may have seen his movie *The Misfits* starring Clark Gable and Marilyn Monroe. The art of the drama requires an author to convey his message in relatively few words. Unlike novels, plays and movies are restricted in length. Much of the meaning of the play is portrayed by the actors through action, expression and dialogue. The dialogue is only one important part of the drama but the words used must clearly say what the author intends them to say if the audience is to be a part of the drama every step of the way. There can be no extra words, no needless embellishments.
- a. ☐ The actors portray much of the meaning of the play.
 - b. ☐ Arthur Miller is one of America's foremost playwrights.
 - c. ☐ One of many important parts of the drama is the dialogue.
 - d. ☐ *The Misfits* starred Clark Gable and Marilyn Monroe.

Not What They Seem

5. What do we see when we go to the movies? Do we see real movement or only the illusion of movement? What is a "motion" picture?

A motion picture is actually a series of still pictures shown one after another so quickly that a human eye blends them together. In one second, twenty-four separate pictures are flashed on the screen. Between one picture and the next there is an instant of darkness while the projector moves the film forward. Human eyes are not quick enough to see these pictures separately. Our eyes hold one image until the next is shown. We are not aware of the instant when the screen is dark.

- a. ☐ We are not aware of the instant when the screen is dark.
- b. ☐ A motion picture is a series of still pictures.
- c. ☐ Between one picture and the next comes an instant of darkness.
- d. ☐ Our eyes show one image until the next is shown.
- e. ☐ Human eyes are not quick enough to see pictures separately.

READING STANDARD F-13 – ACTIVITY 3
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the selections. Number the sentences in the order in which they come in the story.

Safety for Spacemen

1. The first major disaster of the United States space program took place at Cape Kennedy on the ground.

On January 27, 1967, Virgil Grissom, Edward White, and Roger Chaffee were taking part in a training exercise that simulated a real flight. They wore space suits and helmets, and they were tightly sealed inside an Apollo space capsule.

Suddenly, fire blazed inside the capsule, and within twenty seconds it was a charred shell. The three men who had hoped to be the first Apollo astronauts died.

What went wrong? Experts who examined the burnt-out spacecraft guessed that faulty wiring had started the fire. The atmosphere inside the capsule had been pure oxygen at a pressure of 16 pounds per square inch. In that atmosphere, fire burns much faster and hotter than in air at normal pressure. Plastic storage nets and foam rubber pads had fed the blaze. Because of a hatch cover that took seconds to open, the three astronauts had no chance to escape.

The tragedy shocked and saddened the nation. The scientists and engineers who had designed the spacecraft realized that mistakes had been made. Perhaps they had grown overconfident because the Mercury and Gemini programs had been so successful. Perhaps they had moved too fast, in an effort to keep the United States program ahead in space exploration.

The timetable for Apollo flights had to be set back. More time was allowed for testing, redesigning, and careful planning. All flammable materials inside the capsule were replaced with nonflammable materials. The slow opening hatch cover was replaced with one that could be opened quickly.

The first manned Apollo spaceflight took place in October, 1968. Two months later, Apollo 8 carried three men safely around the moon and back.

- a. _____ Apollo 8 carried three men safely around the moon and back.
b. _____ A fire blazed inside the capsule.
c. _____ Virgil Grissom, Edward White, and Roger Chaffee were taking part in a training exercise that simulated a real flight.
d. _____ Faulty wiring had started the fire.
e. _____ The timetable for Apollo flights had to be set back.

READING STANDARD F-13 – ACTIVITY 3
DETERMINE THE ORDER OF DETAILS IN A SELECTION

(Cont.)

The Farms That Blew Away

2. By 1865, when the Civil War ended, not much unused farmland was left in the eastern half of the United States. But farther west, on the Great Plains that included the Dakotas and the western parts of Kansas and Nebraska, there was plenty of free land for the taking.

Men who had visited the Great Plains reported that the land closely resembled the fertile prairies of Illinois and eastern Kansas. The dark brown soil was thickly blanketed with rich grass. Railroads were being built across the Plains, and settlers would eventually be able to ship farm products from there to eastern markets.

Many settlers migrated west to the Great Plains. They plowed up the deep rooted wild grasses that had held down the fertile topsoil, and they planted wheat and corn.

The settlers learned in time, that the Great Plains was not like Illinois or eastern Kansas. For one thing, there was less rainfall; and rainfall varied widely from year to year. Strong winds blew all summer long. In drought years, crops died and the loosened topsoil that was no longer anchored by the roots of the grasses blew away. In good years, when there was better-than-average rainfall, farmers prospered.

Then, in the 1930's, disaster struck. One dry year followed another. Lakes, rivers, and wells went dry. In 1933, people in New York and other eastern cities saw ochre-colored clouds that sometimes obscured the sun. They were dust clouds, and they contained some of the fertile topsoil of the Great Plains.

The settlers who moved to the western plains had not expected to destroy the land they tried to farm. But they nearly transformed it into a desert. They gave to some parts of the Great Plains a new name - the Dust Bowl.

- a. ____ In the 1930's disaster struck with one year following another.
- b. ____ They gave to some parts of the Great Plains a new name - the Dust Bowl.
- c. ____ When the Civil War ended, there was farmland for the taking farther west.
- d. ____ Settlers planted wheat and corn.
- e. ____ Many settlers migrated west to the Great Plains.

READING STANDARD F-13 – ACTIVITY 4
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the paragraph. Which sentence has the facts in the same order as the paragraph?

1. Ernest was following a recipe for a romano sauce. He gathered the ingredients and then read the following instructions:
 Melt butter in sauce pan, add flour, salt, paprika. Stir until smooth. Gradually add cream. Continue cooking over medium heat stirring until sauce just comes to a boil. Add tomato paste, stirring until smooth. Remove from heat. Add cheese spread, stirring until cheese is melted. Add mushrooms. Serve hot over the meat.
 According to the recipe above, which sentence has the steps in the same order as the recipe?
 - a. Melt the butter, add cream, stir until smooth and serve.
 - b. After gradually adding cream, continue cooking until sauce almost comes to a boil, add tomato paste, remove from heat and add cheese spread.
 - c. Melt cheese, gradually add tomato paste and cream, stirring until smooth, remove from heat, add mushrooms and serve.
 - d. Cook over medium heat until sauce almost comes to a boil, add flour, salt and paprika, remove from heat, add mushrooms and serve.

2. The students in the science class went on a field trip to the zoo. They all met at the school early in the morning. The bus arrived and the students climbed aboard. They walked around the zoo. Soon it was time for lunch and the return trip back to school.
 - a. After eating lunch the students walked around the zoo.
 - b. The students met at school and then went to the zoo.
 - c. The bus arrived for the return trip and then it was time for lunch.
 - d. The students went to school all day and then went to the zoo.

3. Our class wanted to undertake a special project to help our school. So, after talking with our advisor, we decided to have a "cleanup" program.
 First we organized a group of students to make posters. The posters asked everyone at school to help "cleanup". Next, we selected other students to be a "cleanup patrol" to check the yard before and after school.
 The last part of our project was to report how our school was doing in the school bulletin every morning. As a result of our project, the school looked very clean and nice.
 Which sentence has the facts in the correct order?
 - a. Our class decided to undertake a cleanup project; the school looked very nice and clean so we organized a cleanup patrol.
 - b. Our class decided to have a cleanup program. Then we organized groups of students and provided a follow-up through the daily bulletin.
 - c. Our class wanted to undertake a cleanup program, so we organized a cleanup patrol and then talked with our advisor.
 - d. Our advisor talked with us about our very clean and nice school so we organized a cleanup patrol and made posters.

ACTIVITY

ANSWER

KEY

F-13 — Reading Standard

Activity 1

- 1)
 - a. roll the body over
 - b. leave everything alone
 - c. checked tables and chairs for fingerprints
 - d. checked tables and chairs for fingerprints

- 2)
 - a. In the old days
 - b. the old wife picked out all the black hair she could
 - c. picked out all the grey hair
 - d. the two wives picking out his hair
 - e. at the end

Activity 2

- | | | | | | | | | | |
|-------|---|----|---|----|---|----|---|----|---|
| 1) a. | 1 | b. | 2 | c. | 4 | d. | 3 | e. | 5 |
| 2) a. | 2 | b. | 4 | c. | 3 | d. | 1 | | |
| 3) a. | 2 | b. | 3 | c. | 4 | d. | 5 | e. | 1 |
| 4) a. | 3 | b. | 1 | c. | 4 | d. | 2 | | |
| 5) a. | 5 | b. | 1 | c. | 2 | d. | 4 | e. | 3 |

Activity 3

- | | | | | | | | | | |
|-------|---|----|---|----|---|----|---|----|---|
| 1) a. | 5 | b. | 2 | c. | 1 | d. | 3 | e. | 4 |
| 2) a. | 4 | b. | 5 | c. | 1 | d. | 3 | e. | 2 |

Activity 4

- | | | |
|------|------|------|
| 1) b | 2) b | 3) b |
|------|------|------|

READING STANDARD F-13 – EVALUATION I
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the following selection. Listed below are the events in the story. Number the events correctly in the order in which they occurred in the selection.

"Captain Cortez"

Cortez found a way to keep his men in Mexico, a way that made it impossible for them to leave him. They would either have to stay and fight the Aztec Indians or be killed by them. The method Cortez used was an astounding risk, not only for all his men but for himself, too. He sank ten of the eleven ships which brought them there! When he entered Mexico and had seen how rich the Indians were, he determined to conquer them and make himself the owner of all their wealth. However, he had already heard grumbling among his men about their dangers and hardships. He knew they were sick of the whole adventure and eager to leave Mexico. Then he also learned that they were planning to rebel against him and return to Cuba. Instantly he made up his mind to find a way to keep them with him. It was an enormous hazard, but he was too greedy to miss any opportunity to grasp all that gold. His conquest of the Aztec Empire laid the foundation for Spanish rule in Mexico.

- _____ a. He made Spanish rule possible in Mexico.
- _____ b. It was a great risk.
- _____ c. He determined to conquer the Indians and obtain their wealth.
- _____ d. He heard grumbling.
- _____ e. Cortez sank all but one of his ships.
- _____ f. He heard plans for rebellion.
- _____ g. He planned to keep his men with him.
- _____ h. Cortez made it impossible for his men to leave.
- _____ i. Now they would have to stay and fight.
- _____ j. He conquered the Aztec Empire.

READING STANDARD F-13 – EVALUATION II
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the following selection. Listed below are the events in the story. Number the events correctly in the order in which they occurred in the selection.

Boom to Bust, 1929 to 1933

For most people in the United States, the 1920's were years of comfort, easy credit, and easy money. The stock market crash of October 1929, was one event that changed the good times into hard times.

In the late 1920's, nearly everyone was certain that the easy credit and the good times would go on and on. Many were so confident that they borrowed from banks to buy cars, new homes, new furniture, clothing, and shares of stock in the ownership of America's big businesses. The stock market became a gambling place.

As long as stock prices went up, people could sell their stock shares at a profit and pay back what they had borrowed. But when stock prices fell, even a little, things changed. The banks demanded their money. To pay their debts, the borrowers had to sell their stocks for whatever they could get.

When a great many people have to sell stocks and few are eager to buy, stock prices plunge rapidly - and that is what happened in 1929.

Suddenly, people were less confident of the future. Many panicked and sold their stock shares. They stopped buying homes, cars and furniture. Some factories had to close and many factory employees lost their jobs. Many stock shares became worthless. The Great Depression had begun.

People could not pay the banks the money they borrowed, and the banks could not operate without money. Between 1930 and 1933, more than 9,000 banks closed. Many people lost their life savings.

Although the Great Depression affected the lives of millions of Americans, one after-effect was good. Laws were passed to insure wiser government control of stock transactions and banking procedures. Americans were determined not to undergo again the hard times of a severe depression.

- a. _____ Although the Great Depression affected the lives of millions, one after-effect, laws passed to insure wiser government control of stock control and banking procedures was good.
- b. _____ In the late 1920's, nearly everyone was certain that easy credit and good times would continue.
- c. _____ When stock prices fell, the banks demanded their money.
- d. _____ To pay their debts the borrowers had to sell their stocks.
- e. _____ The Great Depression began.

READING STANDARD F-13 – EVALUATION III
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the story then determine by numbering the proper order of the following details:

By Mike Tierney

St. Petersburg Times Staff Writer

The Tampa Bay Rowdies gave Washington's Diplomats a glimpse of victory, then blinded them with a three late goals on the way to a 6 - 5 triumph Friday night at the Bayfront Center Arena.

An announced record crowd of 6,410 - 300 above capacity - viewed a match that should be filmed and shown to any doubters who complain that soccer is dull. From the beginning, the Rowdies scripted the tempo but could count on its second victory in three games only at the sound of the final buzzer.

"We never lost our composure," praised Rowdie coach Gordon Jago after his how-do-you-do's to the Rowdies' following in Pinellas County. "I got a little bit concerned there."

"But I'm quite pleased. Rome wasn't built in a day."

Jago started to sweat when Washington, down 3 - 1 at one time, surged ahead 4 - 3 and held the lead until 7½ minutes to the finish.

THE ROWDIES drew even on a power-play goal by Arsene Auguste, regained the upper hand when Derek Smethrust slipped in his second score and seemingly capped it as amateur Tony Crudo tallied with but 2:50 on the clock.

The Dips drew one goal shy, however, on Art Welch's second score. But the Rowdies ran off the last 98 seconds to better their record to 2 - 1, both overall and against Washington.

- a. Washington surged ahead, 4 - 3. _____
- b. The Rowdies drew even on a power play goal against Arsene Auguste. _____
- c. Jago started to sweat. _____
- d. The Dips drew one goal shy on Art Welch's second score. _____
- e. Derek Smethrust slipped in his second score.

READING STANDARD F-13 – EVALUATION IV
DETERMINE THE ORDER OF DETAILS IN A SELECTION

DIRECTIONS: Read the selections. Number the sentences in the order in which they came in the story.

Your Experience

1. When reading about a very broad subject, such as the condition of our cities, there is much from your own general knowledge that you can add to your understanding of the material read. Every day, newspapers, magazines, radio, and television carry stories about sanitation problems, traffic jams, smog, labor disputes, etc., each of which are part of the larger problem of the condition of our cities. Whenever you read, it is important to apply what you already know to what you are reading for the first time. This way you can get the most out of everything you read. By keeping in mind what you know from mass media as you read an article on urban problems, you will be able to evaluate the relevance and worth of the article.
 - a. _____ When reading, you should apply what you already know to what you are reading.
 - b. _____ When reading an article on urban problems, you should keep in mind what you already know from the mass media.
 - c. _____ Much from your own general knowledge can be added to your understanding of the material you read.
 - d. _____ Everyday journals carry stories about a variety of problems all of which are part of a large problem.

Moon Trek

2. When reading a scientific report such as "Moon Trek", you must keep in mind that research is moving forward rapidly in all science fields. Because of the almost day-to-day progress of scientific research, facts that are thought to be correct one day may be replaced or changed by new discoveries the next. Therefore, it is important that you always seek out the very latest information when considering scientific facts. It is also important that your information comes from reliable, professional sources.

By the time "Moon Trek" is published, it is possible that man's probes of the moon may have produced more information. On the basis of the knowledge available now, check out and rewrite the facts dealing with any of the following subjects that are no longer accurate.

- a. _____ Check out and rewrite facts that are no longer valid.
- b. _____ When Moon Trek is published, man's probes of the moon may have produced more information.
- c. _____ Information should come from reliable, professional sources.
- d. _____ The very latest information must always be sought out when considering scientific facts.
- e. _____ Facts that are considered correct one day may be altered the next.

EVALUATION

ANSWER

KEY

F-13 – Reading Standard

EVALUATION 1:

- | | | | | |
|------|------|------|------|------|
| 1) h | 2) i | 3) b | 4) e | 5) c |
| 6) d | 7) f | 8) g | 9) a | |

EVALUATION 2:

- | | | | | |
|------|------|------|------|------|
| a) 5 | b) 1 | c) 2 | d) 3 | e) 4 |
|------|------|------|------|------|

EVALUATION 3:

- | | | | | |
|------|------|------|------|------|
| a) 1 | b) 3 | c) 2 | d) 5 | e) 4 |
|------|------|------|------|------|

EVALUATION 4:

- | | | | |
|----|------|----|------|
| 1. | a. 3 | 2. | a. 5 |
| | b. 4 | | b. 4 |
| | c. 1 | | c. 3 |
| | d. 2 | | d. 2 |
| | | | e. 1 |

F-14: Find details which refer to a main idea.

READING STANDARD F-14 – PREPARATORY SHEET 1
THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

TEACHER DIRECTED

A. DIRECTIONS: Read the passage found below and have students note the presence of the facts and details requested.

- 1) Name some good human qualities of the Greek gods.
- 2) Name some bad human qualities of the Greek gods.

One would naturally think that a god would not have such human weaknesses as anger, revenge, selfishness, and cruelty, and would be inspired only by noble feelings. But as we read the stories of Greek mythology, we find that this is not the case. These gods were very much like people because they had both good and bad qualities. In general, they were kindly and showed the virtues that Greeks of the highest type admired, namely; bravery, wisdom, self control, and justice. However, they were frequently angry and revengeful, pursuing mortals for many years with relentless hate. They were jealous of other divinities and, under certain circumstances, of mortals as well.

B. DIRECTIONS: Read the passage below and have students note the presence of the facts and details requested.

- 1) Name at least three Greek gods mentioned here.
- 2) Name some of the things Greek gods did for human beings.

The Greek gods were considered the companions of men--real friends in time of need. While they were seldom visible, the Greeks never doubted that gods were very near and interested in everything they did. When a child was sick, the mother begged Apollo's help in healing it, and when it recovered, sought the god's shrine in gratitude. The sailor, saved from shipwreck, thought his escape due to Neptune's kindly protection, and gladly hung up a gift in one of the temples of this sea god. The housewife knew that Vesta, goddess of the hearth, was never very far from her; and the smith who had finished a particularly fine piece of work felt that he owed his success to Vulcan's inspiration.

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READING STANDARD F-14 – PREPARATORY SHEET 1
THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

(Cont.)

- C. DIRECTIONS:** Have students give some details (facts) about the auditions for the variety show.

Auditions for the annual spring variety show will be held next Wednesday and Thursday afternoon from 3:15 to 4:30. All students interested in trying out for one of the acts should be in the auditorium by 3:15 p.m. Anyone coming after 3:15 will not be allowed to audition that day. Students who have a part in the drama club play may try out for the variety show if they have permission to do so from the play director, Mr. Hampton. Additional information may be obtained from Mrs. Stafford, Mr. Arnold, or your home room student council representative.

- D. DIRECTIONS:** Have students find some details (facts) about the ship "Titanic."

Believed unsinkable, the Titanic nevertheless sank. Three hours after hitting an iceberg, the ship lay at the bottom of 2,000 feet of water. One of the largest passenger ships ever built, she was specially designed to float even if a large hole was torn in her side. Yet the "impossible" happened. The "unsinkable" ship carried about 1,500 people to their death.

- E. DIRECTIONS:** Name some wild animals which carry rabies.

It was once believed that only the vampire bat of South America carried rabies. Today we know that various species of bats with rabies have been found in more than a third of the states of the United States. Also, more than a fourth of the squirrels, skunks, foxes, and some other wild animals of America carry rabies. Few, if any, parts of the United States are free from this dangerous disease.

READING STANDARD F-14 – ACTIVITY 1

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

DIRECTIONS: Read the following article and study the main idea. Then, write 5 details (sentences from the article) that support the main idea.

By JOHN VAN GIESON

Herald Capital Bureau

TALLAHASSEE — Gasoline shortages and deteriorating roads could force Floridians to scrap their cars by the end of the next decade, Gov. Bob Graham told his Transportation Policy Study Commission Monday.

"We may be entering an era when people no longer have the choice of the automobile," he said. "We need to provide a broader range of options to people in terms of how they move about our state."

Initiating a study that is expected to result in a strong recommendation to increase the state's eight-cents-a-gallon gasoline tax, Graham and Transportation Secretary William Rose outlined this bleak forecast:

Demand for gasoline in Florida is projected to reach about 8 billion gallons a year by 1990, but supplies are projected at 6 billion gallons, a shortfall of about 25 percent.

Highway construction and maintenance needs are projected at \$713 million in 1990, but revenues are projected at \$368 million, a \$345-million deficit.

About \$1 billion in state and federal funds will be available to put the rest of the interstate highway system in Florida under contract by the Sept. 20, 1986 federal deadline — about \$1.2 billion less than it will cost to complete the system.

GRAHAM WARNED that 1986 would be "a watershed year" for transportation in Florida. "There's no more urgent issue facing our state than what our policy will be over the next two decades as to transportation," he said.

Main Idea: Floridians may have to stop using cars for transportation.

1. _____
2. _____
3. _____
4. _____
5. _____

READING STANDARD F-14 – ACTIVITY 2

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

DIRECTIONS: Identify the stated detail in the following paragraph. Write the letter of the correct answer on your own paper.

Last night Clara was in a terrible mood. She screamed at her younger sister, tried to do her homework, ended up tearing it to shreds, talked back to her mother, and finally went to her room and slammed the door. Her family did not know what to think but decided to leave her alone and let her work it out for herself. After a half hour, she came out and said to her mother, "I'm sorry I've been such a terror. I had a big fight with Sam today, and I guess it's been bothering me more than I realized."

1. Clara was in a terrible mood because:

- a. She went to her room and slammed the door.
- b. She tried to do her homework, tore it up.
- c. She had a big fight with Sam.
- d. She talked back to her mother.

READING STANDARD F-14 – ACTIVITY 3

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

DIRECTIONS: Identify the stated detail in the following paragraphs. Write the letter of the correct answer on your own paper.

A. There was something very strange about that old castle. Although the couple wanted very much to buy it, they were put off by certain odd things. No one had lived in the castle for years, yet the bed appeared to have just been slept in, and the clothes in the closets appeared to have been worn recently. There were all of the latest style. A German nobleman was said to have lived there last-about thirty years ago-but all the books on the shelves were English. There was a series of family portraits on the walls, and all of them showed people with rather long front teeth and frightening expressions. The peculiar thing was that the rental agent who showed the couple around the castle had the same teeth and the same expression.

1.
 - a. The people who lived in the castle were vampires.
 - b. The castle was owned by an English nobleman.
 - c. The couple wanted very much to buy the old castle.
 - d. The rental agent lived in the castle.
2.
 - a. The family portraits were valuable.
 - b. The rental agent slept in the bed.
 - c. All the books on the shelves were English.
 - d. The agent was a relative of the owner.

B. Everything seemed to be against their reaching Los Angeles on time. In fact, when Lou saw how long the trip was taking, he was sorry he hadn't told his family not to wait up for him. The bus got a flat tire, and the driver had trouble getting it changed. Not long after that, they ran into a heavy rainstorm - the kind for which certain parts of the country are famous. Because of the rain, they had to drive slowly. For a while, they even had to pull over to the side of the road and wait for the rain to let up a bit. To top it all off, the driver took a wrong turn and went thirty miles out of his way before realizing his mistake.

3.
 - a. Lou was sorry he hadn't told his family not to wait up for him.
 - b. The bus driver had a wreck.
 - c. The bus hit a rain storm 30 miles from Los Angeles.
 - d. Lou helped the bus driver change the tire.

READING STANDARD F-14 – ACTIVITY 3
THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

(Cont.)

4.
 - a. Certain parts of the country are famous for heavy rain storms.
 - b. The trip was a sightseeing trip.
 - c. Lou felt he had made a mistake in taking the bus.
 - d. The bus driver got a ticket for speeding.

C. It was late in August, almost time to go back to school. The nights were getting cooler and the days were getting shorter. The long afternoons spent lying on the beach would soon come to an end. They would be replaced by hours of hard work in the classroom. But none of this really bothered Linda. There was only one reason that she felt sorry summer was coming to an end: Jack. Jack would be going away, not seeing her, possibly even forgetting about her. She wouldn't be able to hear him laugh, see him wrinkle up his nose, watch him twisting his curly hair.

5.
 - a. Linda was lying on the beach.
 - b. Linda was bothered about having to go back to school.
 - c. Jack would be going away.
 - d. Linda could hear Jack laugh.
6.
 - a. Linda has curly hair.
 - b. The nights were getting cooler.
 - c. Linda was daydreaming in the classroom.
 - d. Jack and Linda were getting married.

READING STANDARD F-14 – ACTIVITY 3

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

(Cont.)

D. Working as a gardener is very tiring. You can't take it easy like the people who sit at desks all day. But it gives you a chance to think. While your hands pull up weeds, your mind can be a million miles away, on really important things. And you have the opportunity to be outdoors, to smell fresh air and to feel the sun on your face. At the end of each day, your legs will be stiff, your hands will be rough, and your throat will be dry. But you know that you will be paid well for your work. That is because there is a great need for gardeners.

- 7.
 - a. Working as a gardener is is very easy.
 - b. You have to concentrate on your work if you're a gardener.
 - c. At the end of each day, your legs will be stiff.
 - d. Gardeners are underpaid.
- 8.
 - a. As a gardener you have an opportunity to be outdoors.
 - b. Gardeners travel a million miles a year.
 - c. Gardeners sometimes sit at desks all day.
 - d. Gardeners often get sunburned faces and hands.

E. John Henry was a six-foot-tall, 200-pound driller. He swung a ten-pound hammer, driving a six-foot steel drill into hard rock. He had amazing skill and strength and courage.

- 9.
 - a. John Henry had to be tall to work the drill.
 - b. John Henry worked in construction.
 - c. John Henry swung a ten pound hammer.
 - d. John Henry's weight helped him do his job.

READING STANDARD F-14 - ACTIVITY 4

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

DIRECTIONS: The object of this lesson is to identify stated details in longer articles. Read the articles and then answer the questions that follow on your own paper.

It takes some singers years to become stars. Others make it to the top overnight. Cat Stevens's career is unusual. At age 24, he has made it to the top not once, but twice! He was a rock star at age 17. His success lasted about a year. Then he disappeared. At 19, he came back. Four albums later, he is a superstar.

What happened in between? Cat became very sick. He was told to go into a hospital, or else he would die.

In the hospital, Cat had plenty of time to think. He had had two big hits, "Matthew and Son" and "I Love My Dog". He had written both songs. But he didn't like the way they were recorded. They were done with big orchestras. Cat's style is simpler and quieter. So he started writing new songs in the hospital.

The result was an album called Mona Bone Jackson. On this album, no one told him what to do. He did what he wanted. This album and his next three made him a star again.

Cat Steven's father is Greek. This shows up in Cat's latest album, Catch Bullet Four. Here he uses the rhythms and sounds of Greek music. Greek music is rarely rock, but Cat makes it work.

Most of his songs are quiet. They are more like folk than rock. But he can "rock 'n roll," as well. His hit "Peak Train" has a strong rock beat.

Cat is a talented writer, as well as singer. Often he uses unusual word pictures. Take "I Am Walking in a Moon Shadow." The word "moon" is not unusual. Nor is the word "shadow." But together, they create a mood of strange magic.

Cat Stevens used to be a painter. Maybe that's why he can paint such striking pictures with his songs.

1. Cat Steven's career . . .
 - a. was a complete failure.
 - b. was very painful.
 - c. lasted only ten years.
 - d. made him a superstar.
2. Mona Bone Jackson is . . .
 - a. Cat's first album.
 - b. Cat's latest album.
 - c. the album he made after he left the hospital.
 - d. an album with a strong rock beat.
3. Cat Stevens' father . . .
 - a. is divorced.
 - b. writes Cat's music.
 - c. is Greek.
 - d. plays Italian songs.
4. Cat is a talented writer because . . .
 - a. he uses unusual word pictures.
 - b. he hates words.
 - c. he does what he wants
 - d. he is a magician.
5. Cat Stevens went to the hospital . . .
 - a. to write songs.
 - b. to make a movie.
 - c. because he was dying.
 - d. to entertain the patients.

READING STANDARD F-14 - ACTIVITY 4

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

(continued)

Neil Diamond has done something no other rock star has done. He performed in a Broadway theater for three weeks. And every performance was sold out!

Some people were surprised. But not Neil Diamond fans. They know that his songs mean a lot to many people.

"'Brooklyn Roads' was a turning point in my song writing," Neil told us. "I had written personal songs before. But this was the most personal and serious.

"I had always heard that you write best when you write about your own life. So I decided to write about growing up. As the song says, I was a dreamer. My family moved a lot. I was always on the outside of the groups at school. I wasn't very social, so I stayed by myself. I got into music, and I was also interested in science.

"New York City has a special feeling for me. It's my home. But then it isn't my home." (Neil now lives in Los Angeles.)

"I remember when 'I Am, I Said' first came to me," he said. "I was doing a screen test for a movie. And I was doing very badly at it. I took a break, and the song came then. Songs start with feelings. I shape them. But the songs come to me when they want to come.

"'I Am, I Said' was written about two years ago. At the time, I felt something was missing from my life. The song is a search for the missing things. A lot of people identify with this song. That's because they feel the same way. They want people to see them and listen to them.

"As a kid, I never thought I'd be a success. I worked for eight years as a songwriter before I made it. All that fame does something to you. It's not always easy to get used to success. You expect too much. Once you're a success, you think everything should be perfect. This song talks about my feeling let down.

"In the past couple of years, I've changed. I've learned to deal with success better. There are important things in life besides records."

6. When Neil was a kid, he and his family . . .
 - a. lived in Los Angeles.
 - b. moved a lot.
 - c. were very poor.
 - d. were very serious.
7. According to Neil, songs . . .
 - a. start with feelings.
 - b. start with an interest in music.
 - c. are about your own life.
 - d. make you a success.
8. "I Am, I Said" is a song that is . . .
 - a. something that no other rock star has done.
 - b. about Neil Diamond's life as a kid.
 - c. a search for the missing thing.
 - d. about success.
9. As a kid Neil never thought . . .
 - a. he would always live in New York.
 - b. he would become a science teacher.
 - c. he would write songs.
 - d. he would be a success.
10. Neil Diamond thinks there are important things in life besides . . .
 - a. being famous.
 - b. records.
 - c. performing on Broadway.
 - d. songwriting.

ACTIVITY

ANSWER

KEY

F-14 — Reading Standard

Activity 1

- 1) Gasoline shortages and deteriorating roads could force Floridians to scrap their cars by the end of the next decade, Gov. Bob Graham told his Transportation Policy Study Commission Monday.
- 2) Demand for gasoline in Florida is projected to reach about 8 billion gallons a year by 1990, but supplies are projected at 6 billion gallons, a shortfall of about 25 percent.
- 3) Highway construction and maintenance needs are projected at \$713 million in 1990, but revenues are projected at \$368 million, a \$345 million deficit.
- 4) About \$1 billion in state and federal funds will be available to put the rest of the interstate highway system in Florida under contract by Sept. 20, 1986 federal deadline - about \$1.2 billion less than it will cost to complete the system.
- 5) Graham warned that 1986 would be a "watershed year" for transportation in Florida.

Activity 2

- 1) c

Activity 3

- 1) c 2) c 3) a 4) a 5) c 6) b
7) c 8) a 9) c

Activity 4

- 1) d 2) c 3) c 4) a 5) c 6) b
7) c 8) c 9) d 10) b

READING STANDARD F-14 – EVALUATION I

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA.

DIRECTIONS: Identify the detail which is most related to the following items:

1. Plants require care.
 - A. pretty pots, windowsills, light
 - B. sleep, rest, warmth
 - C. talking to them, singing, stroking
 - D. water, sunlight, fertilizer
2. Mountain climbing is exciting and can also be dangerous.
 - A. Dan nearly fell as he reached the top of the mountain.
 - B. Sally placed her hiking boots on a shelf in the closet.
 - C. The faces of four famous men have been carved into Mount Rushmore.
 - D. When Lulu finished pitching her tent, she went to help the others build a fire.
3. A filling station attendant has several responsibilities.
 - A. doing his homework assignment
 - B. practicing batting
 - C. checking the oil in a car
 - D. playing the violin
4. There are several activities to enjoy outdoors.
 - A. taking a test in your classroom
 - B. going on an overnight hike in the state park
 - C. riding in a subway
 - D. going to a basketball game in the gymnasium
5. The American way of life and American English have had a great influence in Japan. A Japanese chiineijya (teen-ager) looks at terebi (television). He sees a baseball hitter make a hoomurun (home run). He rides the busu (bus). The chiineijya also listens to a disuku jokii (disc jockey) playing a favorite rjkuesuto (request).

An example of American way of life is:

- A. football
- B. ice cream
- C. television
- D. motorcycles

READING STANDARD F-14 – EVALUATION II

THE STUDENT WILL FIND DETAILS WHICH RELATE TO THE MAIN IDEA.

DIRECTIONS: Read the passage and identify the details on your own paper.

There was much popular music which was big business before the time of Rock and Roll. Singers of popular songs made records which millions of Americans bought and listened to. Male singers were especially famous. Nat "King" Cole may have been the biggest star. His love songs were always big sellers. Close to him in popularity was Tony Bennett. He had many hit tunes over several years. Frankie Lane sang a number of folk type songs which Americans enjoyed. A crooner of many popular love songs was Eddie Fisher.

There were quite a few female singers as well. Pattie Page's "Tennessee Waltz" became an all-time favorite. Kay Starr sang a number of highly popular love tunes. Among the black female singers, Sarah Vaughn rose to stardom just before Rock and Roll. Jo Stafford's "You Belong to Me" was a top record for a long period of time.

During this period, there were also a number of musical groups which gained fame. These groups played both jazz and popular tunes. Some were big, and others numbered four to six musicians in groups called "combos". The big bands featured some of the biggest names in American popular music. There were Benny Goodman, Woody Herman, Elliot Lawrence, Artie Shaw, and many others. Stan Kenton's band featured Progressive Jazz. He was always trying out new styles.

The small combos were also very well known. A blind pianist named George Shearing led a group which was in great demand during the early 50's. Two black jazz trumpeters, Miles Davis and Roy Eldridge, were also very popular during that period. They continue to record and to play in the large cities. One of the oldest veterans of Jazz Charley "Bird" Parker, maintained his big name during those years.

1. According to this article who may have been the biggest star before Rock and Roll began?
 - A. Tony Bennett
 - B. Nat "King" Cole
 - C. Pattie Page
 - D. George Shearing

2. George Shearings' was
 - A. a blind pianist in great demand during the early 50's.
 - B. a black jazz trumpeter.
 - C. a bass player who played both jazz and popular tunes.
 - D. a crooner of popular love songs.

3. Popular music before Rock and Roll was:
 - A. seldom listened to because there was no radio.
 - B. bought and listened to by millions.
 - C. sold at low prices because of no demand.
 - D. dominated by female singers.

4. During this period there were a number of musical groups called:
 - A. bands
 - B. progressive bands
 - C. jazz bands
 - D. combos

5. Two black jazz trumpeters were:
 - A. Nat King Cole and Tony Bennett
 - B. Benny Goodman and Woody Herman
 - C. Miles Davis and Roy Eldridge
 - D. Stan Kenton and Charley "Bird" Parker

READING STANDARD F-14 – EVALUATION III

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA

DIRECTIONS: Select the details which refer to the main idea. Write the letter of the correct answer on your own paper.

Folk music springs from the life of ordinary people. It was learned by ear, rather than from notes written down on paper. It was kept alive in the memories of singers who passed the songs on to others. Until fairly recently, many musicians did not think of this as music at all.

In the 1700's and 1800's, American musicians studied under European-trained teachers. These musicians played music by European composers. Some were unhappy that their own country had not given the world any great composers or a new musical style. If they knew of America's great wealth of folk music, they thought it beneath their notice.

All around them, untrained voices were raised in song. American Indians had lullabies and war chants. American Negroes had work songs and religious spirituals. Cowboys had special story-telling ballads that they sang around their lonely campfires. In the mountains of Virginia and North Carolina, Americans of English descent sang tunes that dated back to Shakespeare's time.

In 1892, a well-known Czech composer and conductor named Anton Dvorak (an' ton dvor zhik) came to the United States. He stayed three years. Impressed by the expressive Indian and Negro folk tunes and the new rhythms he heard, Dvorak wrote a symphony in which he tried to echo their spirit. He was one of the first composers to write classical music that reflected native American music.

After 1900, some composers finally began to study American folk music. They wrote symphonies, operas, and ballets that actually used native American melodies. American musicians discovered at last the rich American music that many Americans already knew and loved.

Main Idea: Folk music springs from the life of ordinary people.

1.
 - a. All around (America) untrained voices were raised in song.
 - b. Shakespeare wrote most folk music.
 - c. Folk music has a European background.
 - d. Folk music later became classical jazz.
2.
 - a. Composer named Dvorak came to the United States.
 - b. It was learned by ear, passed on to others by singers.
 - c. After 1900, composers studied folk music.
 - d. Shakespeare was one of the first composers to write classical music.

READING STANDARD F-14 – EVALUATION IV

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA

DIRECTIONS: **Read the paragraphs and select the sentence which supports the main idea. Write the letter of the correct answer on your own paper.**

- A. In the Middle Ages, captured soldiers were often held for ransom. The most famous prisoner of war was King Richard the Lion-Hearted of England. He was captured in Austria while on his way home from the Crusades. Richard was kept in prison until his people raised a huge sum of money to buy his freedom.

Main Idea: In the Middle Ages, captured soldiers were held for ransom.

1. a. Richard was kept in prison until his people paid the ransom.
 b. Richard was freed from prison by a lion.
 c. Richard's subjects refused to pay a ransom.
 d. Richard ruled for many years.

- B. The Navaho Indians of Arizona and New Mexico are well-known for their work with silver. They make silver bracelets and belt buckles stamped with intricate patterns of wavy lines, crescent moons, and arrowheads. They make silver rings set with turquoise stones. Many people proudly wear Navaho jewelry. Navaho silverwork is often shown in museums and art galleries.

Main Idea: Navaho Indians are famous for their work with silver.

2. a. Navaho silverwork is often shown in museums and art galleries.
 b. Navaho Indians built dams out west.
 c. Navaho Indians like turquoise stones.
 d. Navaho Indians are from New Mexico.

- C. A catcher on a baseball team may look to some people like a monster or a man from outer space. He wears a mask over his face. This mask has a heavy wire front and padding around the edges. A large vest protects his chest and stomach. He wears hard, plastic guards which go from his knees, down to his shins. He catches the ball with a big, well padded mitt. If his pitcher really throws hard, he may wear a small sponge inside the mitt. To be extra careful, he may also use a metal cup to protect his groin from foul balls. When he puts all this equipment on at the same time, it is hard to think of him as a person.

Main Idea: A baseball catcher looks strange to some people.

3. a. He wears a mask over his face.
 b. A large vest protects his face.
 c. He wears a mask over his chest.
 d. He wears a glove.

READING STANDARD F-14 – EVALUATION IV

THE STUDENT WILL FIND DETAILS WHICH REFER TO THE MAIN IDEA

(Cont.)

- D. In 1900, a British governor in West Africa made a mistake that started a small war. The governor demanded that Ashanti tribesmen surrender a golden stool that belonged to the tribe. He thought that the stool was a throne. He believed he could show his authority over the tribe if he had the stool.
- But the governor had made an error, for the stool was much more than a throne to the Ashanti. To them, it was a sacred relic that contained the spirit of the tribe. The stool was so sacred that even the Ashanti chief could not sit on it.
- Rather than surrender the stool, the tribesmen hid it. Shortly afterward, British soldiers moved in and fighting began. Many men were killed. If the governor had only realized the true meaning of the stool to the Ashanti, he might not have demanded it from them.
- The war might have been avoided if the governor had first consulted an anthropologist. Anthropologists are scientists who study man and how he has lived. Some anthropologists make special studies of the customs and beliefs of different societies.

Main Idea: Ignorance of British Governor touched off a war.

4.
 - a. The tribesmen hid the stool because they were greedy.
 - b. The stool was a sacred relic and the Governor didn't know that.
 - c. The war might have been heightened by bombing.
 - d. Many men were killed.
5.
 - a. The tribesmen hid the sacred stool, shortly afterward fighting began.
 - b. Some anthropologists make special studies of customs and beliefs.
 - c. The war was avoidable, but the Governor had a grudge.
 - d. The stool was strictly for sitting.

EVALUATION ANSWER KEY

F-14 – Reading Standard

Evaluation I

1) d 2) a 3) c 4) b 5) c

Evaluation II

1) b 2) a 3) b 4) d 5) c

Evaluation III

1) a 2) b

Evaluation IV

1) a 2) a 3) a 4) b 5) a

F-15: Determine details which are inferred from
a selection.

READING STANDARD F-15 – PREPARATORY SHEET 1
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

EXPLANATION:

This skill requires the student to analyze statements of detail related to a selection. Students must determine if the details are supported by the information in the selection.

DIRECTIONS: Read the selection and answer the question.

Pollution is a severe problem. The air pollution which comes from cars, factories, and other sources of burning is causing a great increase in the carbon dioxide in the air. The carbon dioxide is holding in more heat and making the air warmer.

Waste materials from homes and factories are being dumped into the waters rather than being used to fertilize the land. Plants in the water are dying and animals are moving to other areas away from the surrounding land.

According to the information in the selection, which sentence is probably true?

- a. Carbon dioxide is a dangerous gas.
- b. Pollution is caused by people.
- c. Waste materials could be used to make water more drinkable.
- d. The balance of nature is not being affected by pollution.

READING STANDARD F-15 – ACTIVITY 1
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

TEACHER DIRECTED

DIRECTIONS: Write the following paragraph on the board:

"Aw, Mom. Do I have to eat my breakfast? The guys are waiting for me to go surfing."

"You know the answer to that young man. Eat! Then you can do what you want."

David gulped down his food, grabbed his surfboard and headed for the door.

"Just a minute, David. Take your jacket. The wind out there might get a little chilly, and I don't want you to catch a cold."

Ask a student to read the story aloud. Explain to students that other information that goes beyond the words can be inferred. Ask them to number a sheet of paper from 1 to 5. They are to listen as you read a statement. If the statement is supported by the story, they are to write *yes* next to the numeral. If the statement is not supported, they should write *no*. Upon completion of the assignment, discuss student responses.

Read these statements one at a time:

1. This story takes place in the morning.
2. David is in a hurry.
3. It is a rainy day.
4. David lives near an ocean.
5. David's younger brother is going with him.

READING STANDARD F-15 – ACTIVITY 2
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

TEACHER DIRECTED

From the T.V. guide, choose a paragraph that describes an upcoming movie. Write the description on the board. Have each of the students write five details they think may take place during the course of the movie. (it might be fun to suggest that, if possible, they watch the movie and check off each one of their details as it appears during the movie.) Note: This could also be a T.V. program with which the students are familiar.

Example: 10:00 Monday - Channel 13
"Lou Grant"

"Hume and his wife are distraught over their son's conversion to Krishna."

Possible inferred details:

- a. Hume will be upset at work and snap at his colleagues.
- b. A confrontation with Lou Grant where Lou finally understands why Hume is acting the way he is.
- c. Hume has a confrontation with his son.
- d. After he thinks about it, Hume decides he's wrong in forcing his ideals onto his son.
- e. Everything returns to normal in the city room.

Pick some details that the students have chosen and list them under your selection on the board. Watch the movie (show) and keep track of the details as they appear.

READING STANDARD F-15 – ACTIVITY 3
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

TEACHER DIRECTED

Write the following titles on the board:

Survival Traits of Animals

Depending on Plants

Ask a student to read the first title. Then read this list of details. Ask students to indicate which details do not support the title on the board:

- camouflage characteristics
- swift running
- forestry
- claws and teeth
- writing novels
- size

Ask students to discuss the details that seem to support the title and to add others to the list. Repeat this procedure asking students to suggest details which would support the second title. Ask them to justify their responses.

READING STANDARD F-15 – ACTIVITY 4
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

DIRECTIONS: Read the paragraph and complete the sentence. Write the letter of the correct answer on your own paper.

1. Instinct makes some animals behave the way they do. Instinct is built-in. You can't learn instincts. Ants are born knowing how to do the things they do. An ant can't "make up its mind" to do the thing it is doing. If something interferes with an ant's instinct it can't "think" of another way to finish what it started out to do.

Other animals behave in a particular way by instinct, too. A caterpillar doesn't decide to spin itself into a cocoon so it can become a butterfly. A spider doesn't choose the pattern of its web.

A caterpillar spins a cocoon through:

- a. Thinking
- b. Problem-solving
- c. Instinct
- d. Necessity

ACTIVITY

ANSWER

KEY

F-15 – Reading Standard

Activity 1

Teacher Check

Activity 2

Teacher Check

Activity 3

Teacher Check

Activity 4

1) c

READING STANDARD F-15 – EVALUATION I
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

DIRECTIONS: Read each selection. Write the letter of the statement that is inferred (hinted at) on your own paper.

1. The moon has no air, no wind, no rain, no snow, and no water on the surface. Millions of dollars and thousands of hours in research have confirmed that; but still unanswered is the most critical question of all. Can man survive on the moon?

Scientists are sure that the moon is nothing like the silvery orb of poetry and song. It will be a harsh new world for the first American or Russian who steps warily from his spaceship. But his chances of survival are considered good, if not certain, thanks to the moon-knowledge explosion of the 1960's.

- a. The moon has no air, wind, rain, snow or water on the surface.
- b. Man is not at this time living on the moon.
- c. It will be a harsh new world for the first American or Russian who steps off his spaceship.
- d. Scientists are sure that the moon is nothing like the silvery orb of poetry and song.

2. Frank excitedly decided he could finally afford a car, so he looked carefully before making a final decision. There are several places where used cars are sold and so there are many used cars for sale. Frank wanted to be extremely selective so that he would make a good choice in purchasing his long-awaited car.

First he checked the automobile ads in the newspaper to identify any cars that might interest him. Next he went and looked at the cars. Frank found a car that interested him, so he took it for a "test drive."

Before making a final decision, Frank took a trusted mechanic with him to evaluate the car's engine and body. After purchasing the car, Frank vowed he would continue a good maintenance program.

- a. Frank took the car he wanted to be checked.
- b. Frank checked automobile ads in the newspaper.
- c. Frank was old enough to drive a car.
- d. Frank vowed he would continue a good maintenance program.

READING STANDARD F-15 – EVALUATION II
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

DIRECTIONS: Read each selection. Write the letter of the statement that is inferred (hinted at) on your own paper.

1. Between 1825 and 1840, the new states plunged into the building of canals. Work was begun on three long canals that were to connect Lake Erie with cities on the Ohio River. Two canals were planned in Ohio and one in Indiana.

In the same years these canals were started, America's first railroads were being built in the eastern states. Some men began to be enthusiastic about the idea of a network of rail lines, rather than canals, crisscrossing Ohio and Indiana. They believed the new steam locomotives would be able to pull trains faster than horses could pull canal boats. They knew that railroads could be used in winter when the canals froze and canal boats stood idle. Soon, new companies were organized to build railroads west of the Alleghenies.

- a. Two canals were planned in Ohio.
- b. Railroads companies would expand.
- c. People were going to continue their movement West.
- d. Railroads could be used in winter.

2. Luther Burbank believed that the happiest child is the one who knows plants and animals. When he was a boy, his cousin and a teacher had helped him to understand plants. So he wanted to help other children. Children from all over the world wrote and asked him questions. He always answered as many of their letters as possible.

Older people came many miles to visit Burbank. But it was the way the children of California honored him that pleased him most. They chose his birthday, March the seventh, to be Arbor Day in California. Arbor Day is tree-planting day.

From this selection you can infer that:

- a. Luther Burbank was pleased by the attention of children.
- b. He was thoughtful of the feelings of others.
- c. March seventh is Arbor Day in California
- d. Luther Burbank wanted to help children learn more about plants and animals.

READING STANDARD F-15 – EVALUATION III
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

DIRECTIONS: Read each selection. Write the letter of the statement that is inferred (hinted at) on your own paper.

1. The first electric auto was driven in England in 1874. By 1900, there were more electric autos in use in the United States than any other kind. Electrics were quiet and easy to operate, but they couldn't go very fast and their batteries had to be recharged after about forty miles.

A Frenchman named Jean Lenoir invented the internal-combustion engine in 1860, and in 1863 built and drove his own auto. Since gasoline was not yet available, Lenoir used illuminating gas as fuel. In 1893 and 1894, the Duryea brothers and Elwood Haynes built America's first autos with internal combustion engines.

- a. Electric cars were quiet and easy to operate.
- b. The first electric auto was driven in England in 1874.
- c. People were interested in new forms of transportation.
- d. Lenoir used illuminating gas as fuel.

2. Slavery has existed, in one form or another, in most periods of history. But few people thought that it was wrong until one small group began to speak out strongly against it.

Soon after the first slave traders carried African captives to America, the Quakers in England took a stand opposing slavery. Their long fight began in 1671. There were few slaves in England, then or later, but slave labor was used in the British colonies. Many slave traders were Englishmen who made a profit from slavery.

- a. The Quakers did not use guns in the fight.
- b. Slave labor was used in British colonies.
- c. Few people thought slavery was wrong.
- d. Many slave traders made a profit.

READING STANDARD F-15 – EVALUATION IV
DETERMINE DETAILS WHICH ARE INFERRED FROM A SELECTION

DIRECTIONS: Read the paragraph and answer the questions that follow. Write the letter of the correct answer on your own paper.

Joel looked up longingly from his work. From the garage window he could see the park where Paul, Tom and the others were in the middle of the third inning. "You can't stop now," he scolded himself. "The fair opens Saturday, which is day after tomorrow. You must have this rock collection ready even if you work most of the night."

1. What was Joe doing?
 - a. Collecting rocks.
 - b. Fixing a car.
 - c. Preparing a display.
 - d. Cleaning the garage

2. What day was it?
 - a. Saturday
 - b. Monday
 - c. Wednesday
 - d. Thursday

3. To whom was Joey speaking?
 - a. Paul
 - b. Tom
 - c. Joey
 - d. The others

4. What did Joey wish he could do?
 - a. Play ball
 - b. Stay home
 - c. Run away
 - d. Go to sleep

5. How long did Joey intend to work?
 - a. Until dawn
 - b. Until midnight
 - c. Until Saturday
 - d. Until finished

EVALUATION ANSWER KEY

F-15 – Reading Standard

Evaluation I

- 1) b 2) a

Evaluation II

- 1) b 2) a

Evaluation III

- 1) c 2) b

Evaluation IV

- 1) c 2) d 3) c 4) a 5) d

READING STANDARD--G

The student will determine the causes and effects of events and actions.

G-16: Determine the inferred cause or effect of an action or event.

READING STANDARD G-16 – PREPARATORY SHEET 1
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

TEACHER DIRECTIONS:

1. Explain to students that a cause for actions or events can generally be identified. For example, a flood might occur because the weather became suddenly warm and melted the snow in the mountains too quickly. The event is the flood and the cause is the warm weather. Also explain that the word *because* can usually be inserted in front of the reason why something happens.

2. Write the following pairs of sentences on the board:

We had to drive carefully.

The roads were covered with ice.

People were running down the hill.

A student was knocked down.

Sally and Jim were starving.

They ate a huge lunch.

David felt frustrated and tired.

He had to study for a final exam.

Next to the phrases, write the headings CAUSE and EFFECT.

Ask a student to read the first two sentences aloud, and to determine which is the cause and which is the effect. Remind students that the word "*because*" can usually be put in front of the cause. List the sentences under the appropriate headings and ask another student to make one sentence from the two.

Example: We had to drive carefully because the roads were covered with ice. Continue this procedure with the remaining sentences.

3. Read the following selection and determine the inferred cause and effect. (Read to class.)

David was driving his new car down the highway. All of a sudden, the sky got very dark, and rain began to pour heavily. In fact, it rained so hard that David had to pull over to the side of the road and wait for the storm to pass.

The cause is: heavy rain

The effect is: David pulls over or Because of the heavy rain, David had to pull off the road.

READING STANDARD G-16 – ACTIVITY 1
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

TEACHER DIRECTED

- A. Designed to discuss and determine *effect* when shown a *cause*.**

DIRECTIONS: On the board list the following *causes*. Discuss what could happen because of these -- the effects. With class participation, try to list 5 effects for each cause. Ask what could happen.

Example: a hurricane hits

1. buildings destroyed
2. people killed, etc.

1. going on a diet
2. missing a doctor's appointment
3. making 4 F's on report card
4. losing your paycheck
5. tornado hits the school

- B. Designed to discuss and determine possible causes for given effects.**

DIRECTIONS: On the chalkboard list the following effects. Ask what might have caused these effects.

Example: flat tire

1. nail in road
2. glass in road

1. a man in jail
2. a photograph
3. a bridge out
4. a broken arm
5. a war

READING STANDARD G-16 – ACTIVITY 2

DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

In this activity you get a chance to identify the cause and effect in pictured or illustrated events, in this case cartoons. There is cause and effect in most of what goes on in the world around you. It isn't always written out in story form. Why did you get up this morning (effect) Because you had to come to school (cause). In the cartoons which follow, the effect is often what you guess will happen next. This is an inferred effect. Inferred means you have used the facts and events given to make a prediction of what will happen next.

Don't even think about that hitch in your delivery, Al! Just knock 'em all down and you got a perfect game!



Example:

Which statement below tells what probably happened when the man bowled? (effect)

Which statement gives the cause of that effect?

- The bowler will not knock all the pins down this time.
- The bowler's buddy makes him nervous by talking to him.
- The bowler will knock all the pins down.
- The friend has already bowled his final time.

Answer: The probable effect is that a) the man will not knock all the pins down because b) his buddy makes him nervous by talking to him, (the cause) This answers the questions "what happened?" (the effect) and "why?" (the cause).

DIRECTIONS: Study the following cartoons. Answer the cause and effect questions by choosing one statement for each from the four that are given. Mark the letter of that statement beside the number of the question on your own paper.

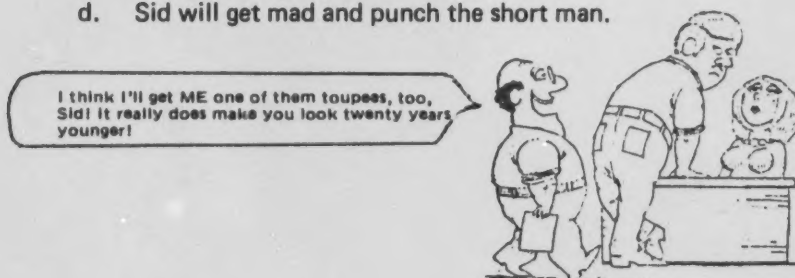
- What do you think will happen now? (effect)
- What caused it to happen? (cause)
 - The girl told how the car had been used.
 - The car is a very good car.
 - The man will finish writing the check.
 - The man will not buy the car.



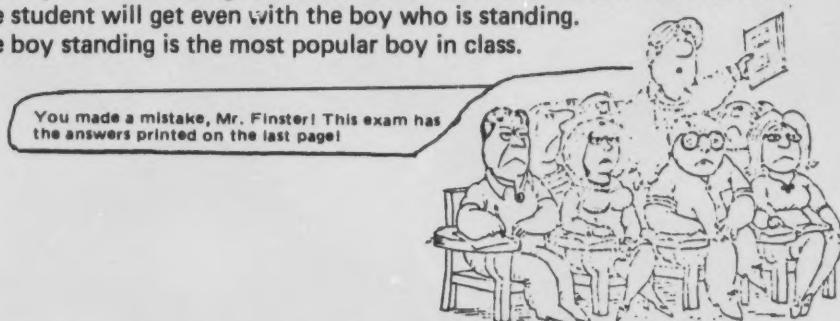
READING STANDARD G-16 – ACTIVITY 2
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

(Cont.)

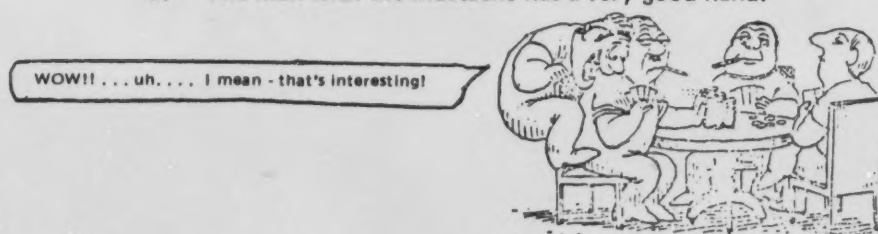
3. What do you think Sid will do now? (effect)
4. Why will he do it? (cause)
 - a. The short man mentioned the toupee in front of the girl.
 - b. Sid will ask the girl for a date.
 - c. The girl will go out with the short man.
 - d. Sid will get mad and punch the short man.



5. What do you think the other students will do now? (effect)
6. Which statement below gives the cause of the effect? (cause)
 - a. The students will beat up Mr. Finster.
 - b. The boy who is standing told the teacher about the answers in the exam.
 - c. The student will get even with the boy who is standing.
 - d. The boy standing is the most popular boy in class.



7. What do you think will happen now? (the effect)
8. Why did the onlooker say "WOW"? (the cause)
 - a. The onlooker will fall off the back of the chair.
 - b. The man with the mustache will win the hand.
 - c. A lot of money has been bet on the hand.
 - d. The man with the mustache has a very good hand.



READING STANDARD G-16 – ACTIVITY 3**DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT**

DIRECTIONS: The five paragraphs below discuss some forecasts for the future. Read each paragraph and the question that follows it. Then choose the best answer which gives the cause or explains why.

1. By the year 2001 three-fourths of the world's population may live in an urban development. This will make city planning more important. In some cases completely new cities will be planned as a whole, and the entire city will be built as one tremendous project. One such city - Reston, Virginia - has already been built. This approach will help reduce some of the problems that face the cities of today.

Why will city planning be more important in the future?

- a. Most people will live in cities.
- b. Most people will visit cities.
- c. Most cities are crowded.
- d. Fewer cities will be needed.

2. Because your favorite television programs do not always come on at the time best for you, communications engineers are working on electronic video recording. In the future, when this is fully developed, you will be able to buy TV programs in cartridges and play them just as you play records, whenever or as often as you choose. Home video recorders may also become available.

Why will electronic video recording be more convenient than the present system?

- a. Cartridges will give better reception than broadcast TV.
- b. Present programs take up too much storage space in the home.
- c. Programs in cartridges can be viewed whenever desired.
- d. Programs in cartridges will be cheaper.

3. Since human beings would find it hard to adjust to a steady diet of pills alone, food is likely to be with us far into the future. However, there will be some changes. One thing that may be common in the kitchen of the future is an extra faucet - for milk! Pipelines may carry it directly from the dairy to your home. Also, improved freezing methods will probably make frozen fruits as popular as frozen vegetables are now.

Why will food not be replaced by pills for a long time?

- a. Man prefers pills to food.
- b. Man prefers food to pills.
- c. Frozen foods are more convenient.
- d. Frozen fruits will be as popular as frozen vegetables.

READING STANDARD G-16 – ACTIVITY 3**DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT**

(Cont.)

4. In the field of transportation, it is likely that commercial submarines will be used to carry freight and passengers. Travel by submarine has advantages over travel by surface ship. For example, distances between many world ports are shorter by polar route under the ice than by way of the Panama Canal. Another advantage is that submarines are not endangered by hurricanes and other bad weather.

Why would travel by commercial submarine be faster than by surface ship?

- a. The submarine will use the Panama Canal route.
 - b. The submarine will be able to use the polar route.
 - c. The submarine will be endangered by unexpected hurricanes.
 - d. Hurricanes speed surface ships.
5. Some of the exciting newer uses for computers include map-making, printing, weather predictions, and police work. People with such widely different needs as doctors and archaeologists are finding ways for computers to help them do their work better or faster. Some experts predict that in the future computers will have become so common that learning to use them will be a regular part of everyone's high-school education.

Why are computers becoming so widely popular?

- a. Everyone will learn to use them in high school.
- b. Experts are predicting that they will become commonly used.
- c. Computers can do some work better and faster.
- d. The use of computers by doctors and archaeologists is new.

READING STANDARD G-16 – ACTIVITY 4
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

DIRECTIONS: Read the following selection. Answer the questions on your own paper.

Pete Mansen of Boulder, Colorado, was an excellent repairman. He had worked in his father's shop for twelve years before opening his own radio repair shop. One day he was changing the tubes on a customer's radio because he had checked them and they were burned out. After he put in the tubes, he turned the radio on to check out the new tubes. There was a game show on called "Do You Know Your History?" He heard the announcer ask the question: "Which country won the French and Indian War?"

"I know, I know!" Pete shouted. "My daughter was studying about that just last night."

He ran to the phone and called the radio station. He was the first one to answer the question correctly, so he won three hundred and fifty dollars.

Pete told his friends that that was the first time he'd ever earned \$350.00 for replacing the tubes in a radio!

1. Because Pete Mansen had worked in his father's radio shop he _____
2. Pete had checked the radio's tubes and they were burned out so _____
3. Because Pete's daughter had studied a history lesson, Pete _____
4. After Pete put in the new tubes he _____
5. Because Pete was the first to answer the question correctly _____

Supplemental Activity: The purpose of this activity is to have the student *infer effect* from the same paragraph.

Directions: Using the same passage, write a short paragraph on the effects of Pete's winning the money. Try to include the answers to the following questions.

1. How did his daughter react?
2. What did his wife say?
3. What did Pete do with the money?

ACTIVITY

ANSWER

KEY

G-16 – Reading Standard

Activity 1

Answers may vary - Teacher Check

Activity 2

- 1) D 2) A 3) D 4) A 5) C 6) B
7) B 8) D

Activity 3

- 1) A 2) C 3) B 4) B 5) A

Activity 4

Answers will vary - Teacher Check

READING STANDARD G-16 – EVALUATION I
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

DIRECTIONS: On your own paper, write the letter of the answer which best describes the cause and the effect in each event.

1. After the hurricane, the beach was almost all washed away. The cause would be:
 - a. beach erosion
 - b. sand settling
 - c. hurricane surf
 - d. hurricane wind

2. Tom felt his car lean to the right after he heard a loud pop. What probably caused his car to lean?
 - a. flat tire
 - b. steering malfunction
 - c. slippery roads
 - d. dead battery

3. Just prior to the concert, a large lightning storm moved across the area. People immediately scrambled to their cars for shelter. The sponsor of the concert had to decide:
 - a. when the rain would stop
 - b. when the people would arrive
 - c. whether to postpone the concert
 - d. whether to put up a tent.

4. Tony had to go to a job interview for his summer job at the restaurant. His appointment was for eleven o'clock in the morning. Tony arrived at eleven twenty in his old clothes and no shoes. The manager was furious. Why?
 - a. Tony arrived at 11:20
 - b. Tony had no shoes
 - c. Tony appeared sloppy
 - d. all of the above

5. Mary rushed across the field to see what the noise was about. On the way, she tripped in a hole, and split her chin open. Mary tripped because:
 - a. she was in a hurry and did not see the hole.
 - b. the loud noise threw her off balance
 - c. the field was unsafe to play in
 - d. she could not see where she was going

READING STANDARD G-16 – EVALUATION II
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. The Smith family owns a small home on the west side of town. Mr. Smith used to drive his car to work everyday. Since the energy crisis however, Mr. Smith has been riding the bus to work.
 Why does Mr. Smith ride the bus to work?
 - a. He has no car
 - b. He has a car but no gas.
 - c. Gas is in short supply.
 - d. Gas is in big supply.

2. Annie and Sue drove to a party on Saturday night. Their parents wanted them to be home by eleven o'clock that evening. On the way home from the party, Annie noticed a police car close behind her with the flashers on. "Oh, no," said Annie. "It is almost eleven o'clock too!"
 Annie is:
 - a. upset because the police will arrest she and Sue.
 - b. upset because she may get a ticket and get home late.
 - c. surprised that a policeperson would stop her.
 - d. surprised that she would get home late.

3. Ronald and Alfred were going to run in a track meet together. They each went to lunch separately before the big event. Ronald ate a light salad, and some bread. Alfred went to lunch with his girlfriend, and ate two whole pizzas just to "show off". Then he left for the race holding his stomach and groaning. What will happen?
 - a. Ronald will run the race; Alfred will run too.
 - b. Ronald will win the race; Alfred will come in second.
 - c. Ronald will run; while Alfred will probably be sick.
 - d. Ronald will find that he feels much worse than Alfred.

4. Thomas was riding his bicycle to a convenience store near his home. He decided to take the bicycle path next to the road because it was getting dark. All of a sudden, Thomas's bike dropped straight down into a ditch, while Thomas managed to catch himself with his feet. He was not hurt. What probably caused the accident?
 - a. Thomas could see the ditch across the path, but wanted to try it anyway.
 - b. Thomas was not riding on the proper side of the path.
 - c. Thomas was not aware that there was any obstruction at all.
 - d. Thomas was in full control and meant to have an accident.

5. Tim and his girlfriend, Alice went out to the lake on Saturday. Tim suggested that they take a boat ride in his new boat. Alice readily agreed and they marched down to the docks. Tim had to slide his boat into the water from the shore and bring it over to the dock for Alice. Alice noticed that the boat was sitting very low in the water as Tim brought it over. "I think your boat is sinking, Tim," said Alice. "You forgot to put the drain plug back in!" Tim's face flushed.
 Tim was probably:
 - a. embarrassed that he forgot to plug the drain hole.
 - b. angry at Alice because she forgot to plug the hole.
 - c. embarrassed because his lunch got wet.
 - d. angry because Alice is making fun of him.

READING STANDARD G-16 – EVALUATION III
DETERMINE THE INFERRED CAUSE OR EFFECT OF AN ACTION OR EVENT

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. Lucy wanted to bake a large cake for Judy's birthday. The recipe said to bake the cake for forty-five minutes. Lucy put the cake in the oven and sat down in her favorite chair and fell asleep. Two hours later, she awoke and immediately looked at her watch. What probably happened to the cake?
 - a. It got burned.
 - b. It did not get burned.
 - c. It tasted good.
 - d. Her brother ate it.
2. Martha wanted to try out for cheer-leading at her school. However, she did not have high enough grades to meet the requirements. The cheering sponsor told Martha that she could try out again next year if her grades met the requirements. Martha could not be a cheerleader because:
 - a. her grades were not high enough to meet the requirements.
 - b. the cheering sponsor did not want her on the squad.
 - c. her school had only male cheerleaders.
 - d. the cheering sponsor had low grades.
3. Marsha took Will to the skating rink to roller skate for his first time. Will finally got on his skates, but fell down immediately. Nevertheless, he got up to try again. The cause of Will's fall was that:
 - a. He was bashful because of Marsha.
 - b. He was a new skater and not skilled yet.
 - c. He was sick and could not stand up.
 - d. He was not strong enough to stand up.
4. After the hurricane, the palm trees were on the ground. Many were on power lines too. Which statement is correct?
 - a. The hurricane was the effect of the power lines.
 - b. The falling trees caused the power lines to fall.
 - c. The power lines caused the trees to fall.
 - d. The hurricane was the effect of palm trees.
5. Since the team lost the game, they have been practicing two times a day. The coach spends much of his time screaming at the players who make mistakes. Which is an effect?
 - a. winning the game.
 - b. making mistakes.
 - c. the coach screaming.
 - d. the players uniforms.

EVALUATION ANSWER KEY

G-16 – Reading Standard

Evaluation I

1) B 2) A 3) C 4) D 5) A

Evaluation II

1) C 2) B 3) C 4) C 5) A

Evaluation III

1) A 2) A 3) B 4) B 5) A

READING STANDARD--H

The student will determine the logical generalizations which can be drawn from a message.

H-17: Identify an appropriate conclusion in a subject area.

READING STANDARD H-17 – PREPARATORY SHEET 1
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

TEACHER DIRECTED

EXPLANATION:

The conclusion to be drawn from a passage is the total effect of all of the material in that passage. Students can be led, step by step, through the events or ideas, and then be asked what their conclusions would be, given those circumstances.

Example: John's mother said that if he were not home before 10:00 p.m., then he would not be able to go out the next evening. John went to the movies and came home late. When John asked if he could leave for the movies the next night, his mother _____.

(It should be emphasized that this is a *first* step in the process. As far as basic skill testing is concerned, students will be asked to select the sentence in a passage that contains the conclusion. The choice of possible answers may contain a reworded conclusion.)

- A. DIRECTIONS:** Issue students copies of printed paragraphs. After reading the paragraph, they are to underline the sentence that expresses the end result of the passage. After all have completed that task, four possible conclusions for the passage will be written on the board and students will be asked to choose the one which comes closest to the conclusion they have underlined. If there is disagreement, discussion may be used to clarify the answer.

Example: Ann was very nervous on her way to the department store. This was going to be her first job interview. She had sent an application and a resume when she had read about the job in the classified ads. The personnel director had accepted her application and requested a personal interview. During her oral interview, Ann listened carefully, answered his questions honestly and politely, and asked about the salary, hours, and conditions of the job. Two days later, she received a letter asking her to begin work at 8:30 a.m. on the following Monday.

- a. Ann sent a resume to the personnel director.
- b. Ann was notified that she got the job.
- c. People are nervous when they go to interviews.
- d. The interviewer told Ann details concerning the job.

ANSWER: b

READING STANDARD H-17 – PREPARATORY SHEET 2
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

TEACHER DIRECTED

DIRECTIONS: Read the following paragraph aloud to the students and have them discuss the answers.

Our travel agency recommended a certain tropical island as an ideal place to spend a weekend. We packed a suitcase with summer apparel and boarded the plane early Saturday morning. Our excitement grew as we saw the transparent blue water surrounding the island as we landed. After going through customs in a shabby wooden house, which the natives called the international airport, our expectations for a wonderful weekend began to change.

Which sentence best implies the conclusion of the story?

- a. It was exciting to see the clear, blue waters.
- b. The island was not the place we had expected.
- c. The travel agency recommended a tropical island.
- d. The suitcase was filled with summer clothes.

READING STANDARD H-17 ACTIVITY 1
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read the following paragraph and choose the correct answers.

1. Terri had to write a term paper for American History. She had to decide on a subject and make an outline. Then she went to the library and asked Mrs. Warren, the librarian, to help her select the most appropriate references.

Which sentence best implies the conclusion of the story?

- a. The librarian helped Terri with her references.
- b. Terri chose a subject.
- c. Terri had to write a term paper.
- d. Terri made an outline.

2. When Thomas Gresham was an infant, he was supposed to have been abandoned in a hayfield. A grasshopper crawled into the baby's ear and the baby started crying. Someone heard the child and he was saved. When Thomas grew up, he was successful and became the royal financial agent. He was made a knight by Queen Elizabeth. When the Royal Exchange was constructed, Sir Thomas remembered the grasshopper and placed a gilded likeness of the grasshopper on the bell tower.

Which sentence best implies the conclusion of the story?

- a. Sir Thomas honored the grasshopper for saving his life.
- b. Sir Thomas was harmed when he was an infant.
- c. Sir Thomas became a knight during the reign of Queen Elizabeth.
- d. The Royal Exchange is in London.

3. Perry got a new motorbike for Christmas. He knew how to operate the vehicle, but it was the first one he'd owned. He wanted to take good care of it and wanted to be sure he knew and understood all regulations about operating a motorbike. He decided to go to the police station to get a list of the regulations.

Which sentence best implies the conclusion of the story?

- a. Perry knew how to operate a motorbike.
- b. Perry checked with the police about regulations for operating a motorbike.
- c. Perry took care of the motorbike.
- d. Perry had a new motorbike.

4. Randy was on the school debating team and used all of his spare time reading current magazines, newspaper articles, editorials, and government pamphlets. He would xerox sections of magazines from the library. He would cut from newspapers and magazines at home. He practiced speaking in front of his mirror. Winning national honors was the result of his dedication and effort.

Which sentence best implies the conclusion of the story?

- a. Magazines were all cut up in Randy's home.
- b. Hard work helped Randy win top honors.
- c. Practice speaking in front of mirrors helps people.
- d. Randy used all of his spare time wisely.

READING STANDARD H-17 ACTIVITY 2
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read the following paragraphs. At the end of each paragraph, select the sentence that best implies the conclusion of the story.

1. In the wicker basket which hung below the balloon, John busied himself pulling in the rope from which the anchor hung, and checking the valve which controlled the balloon's inflation. But his friend took a large telescope and looked down through the transparent air to the land which he was leaving. He could see his people below him. The wind blew in from the ocean to the west of them and rocked the basket, "as if it were hanging from the bough of a tree," he thought. Then the soft white cloud blew across their way. The land disappeared and _____.
 - a. The balloon landed.
 - b. The balloon ascended into the sky.
 - c. John climbed out of the balloon.
 - d. A crowd gathered.

2. Word had got around of the stupendous skiing race to be held between Elaine and Inez, and a considerable number of spectators stood in the snow at the bottom of Lookout and cheered impatiently as Elaine and Inez started the upward climb. The two racers climbed Lookout in an unsociable silence. This was very hard on Elaine, because when she was nervous she was also inclined to be chatty, and on this occasion could have talked down three debating teams and a political convention with both hands tied behind her. When they reached the top, they found the long slope down. Elaine and Inez _____.
 - a. Skied down the slope rapidly.
 - b. Sat and talked.
 - c. Took off their skis.
 - d. Got into an argument.

3. The tiny white table-tennis ball spun gently into play. Susie thrust out an awkward paddle. Back came the ball-high. Boots restrained his natural instinct to smack it and patted his return. Susie followed it with a calculating eye. She let it bounce once on the table . . . once on the concrete floor. Then, leaning over, she took an enormous swing that started some place behind her back and ended high above her head, connected miraculously with the ball enroute, and _____.
 - a. The ball dropped slowly with a thud.
 - b. Susie stopped playing.
 - c. The ball went whizzing over the net.
 - d. The ball hit the floor hard.

4. Uncle Walt was a tall man with a hard leathery face, dark discolored teeth, and blue eyes that had a faraway look in them. He hunted the year round; he obeyed all the hunting laws. He knew every path, creek, river, and rock cliff within a radius of ten miles. Since he was a great hunter, he wanted to make a great hunter out of me. And tomorrow, Thanksgiving Day, would be the day for Uncle Walt to _____.
 - a. Teach me to fish.
 - b. Take me on my first hunt.
 - c. Go hunting alone.
 - d. Read to me about hunting.

READING STANDARD H-17 ACTIVITY 3
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read the following paragraphs. At the end of each paragraph, select the sentence that best implies the conclusion of the article.

1. The ceiling of the library at West Lake High School designates reading material areas with huge mouth watering food mobiles such as a colorful pizza, a double decker hamburger, ice cream sundae dripping with chocolate sauce. If one is on a diet, there must be dozens of symbols here that could encourage one to go off a diet.

Which sentence best implies the conclusion of the article?

- a. The ice cream sundae mobile is dripping with chocolate sauce.
- b. Reading areas at West Lake High School are designated by food mobiles.
- c. After a visit to the library, it could be hard to stay on a diet.
- d. The colorful pizza is mouth watering.

2. One of Virginia's most popular annual events is Pony Penning on Chincoteague Island. At Pony Penning time, the ponies are driven across a shallow channel from a nearby island. No one really knows where these shaggy small horses come from. Many think that possibly they survived a ship wreck. They've been wandering wild on the island for many years.

Which sentence best implies the conclusion of the story?

- a. Pony Penning is an annual Virginia event.
- b. Pony Penning is held on Chincoteague Island.
- c. The ponies cross a small channel from a nearby island.
- d. These shaggy ponies have been wandering wild on the island for a long time.

READING STANDARD H-17 ACTIVITY 4
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read the following paragraphs. At the end of each paragraph, select the sentence that best implies the conclusion of the article.

1. Sally lived in Michigan. Her aunt in Florida always mailed her a Christmas card from Christmas, Florida. Sally loved to receive these cards which were hand-stamped with an appropriate Christmas symbol. They were postmarked from Christmas, Florida which is close to Orlando. Sally always saved these cards.

Which sentence best implies the conclusion of the story?

- a. Sally's aunt mails her cards from Christmas, Florida.
- b. Sally has a collection of cards postmarked Christmas, Florida.
- c. Sally appreciated the card her aunt sent her at Christmas.
- d. Sally's aunt mailed her cards in time for Christmas.

2. Rabbits were not native to Australia but now it is overrun with them. About 100 years ago a man brought some rabbits to Australia from London. His plan was to set them loose so he could hunt rabbits on his large farm. The rabbits multiplied extremely fast because none of its natural enemies, such as foxes and owls, lived in Australia.

Which sentence best implies the conclusion of the story?

- a. Rabbits did not start in Australia.
- b. A man brought rabbits to Australia.
- c. There are too many rabbits in Australia.
- d. A man wanted to hunt rabbits.

ACTIVITY

ANSWER

KEY

H-17 – Reading Standard

Activity 1

- | | |
|------|------|
| 1) A | 2) A |
| 3) B | 4) B |

Activity 2

- | | |
|------|------|
| 1) B | 2) A |
| 3) C | 4) B |

Activity 3

- | | |
|------|------|
| 1) C | 2) D |
|------|------|

Activity 4

- | | |
|------|------|
| 1) B | 2) C |
|------|------|

READING STANDARD H-17 EVALUATION I
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read each paragraph. Then select the sentence which best implies the conclusion of the story.

1. Sara started babysitting when she was twelve years old. She saved her money and by the time she was a junior in high school she had enough to buy a second hand car. She asked her parents' help in choosing one and finally found the one for her. Sara wanted to learn about the mechanics of her car so she signed up for auto mechanics. She was the only girl in the class! This did not make her flustered at all. She put on her denim coveralls, worked hard, and learned. Her final grade was the highest in the class.

Which sentence best implies the conclusion of the story?

- a. Sara did not mind working with all boys.
- b. Sara had learned her mechanics.
- c. Sara started saving young and bought a car.
- d. Sara asked for her parents' help.

2. Robert was a very active boy. He liked many sports when he was in high school. He preferred baseball and would practice throwing a ball, catching a ball as it deflected from a wall, and batting a ball. He made the varsity baseball team in his senior year and had a successful season as his team came in first in the district.

Which sentence best implies the conclusion of the story?

- a. Practice was not necessary to win.
- b. Practice helped Robert to be on a winning team during his senior year.
- c. The team was not very successful.
- d. The team did not play well together.

READING STANDARD H-17 EVALUATION II
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read each paragraph. At the end of each selection, choose the sentence that best implies the conclusion to the story.

1. Fog surrounded the bus stop. The air was cold and damp. A mist seemed to fall on everything and Jackie felt she was alone in the world. She could not see the curb. Then she saw the big yellow bus with lights and fog lights coming and she felt a surge of relief come over her.

Which sentence best implies the conclusion of the story?

- a. Jackie was at the bus stop.
- b. Jackie felt alone.
- c. Jackie was relieved to see the bus.
- d. Jackie was cold and damp.

2. Kua was on the school tennis team. He practiced everyday. He also jogged five miles a day to keep fit. He was training for the singles district tournament. He entered the tournament and came in second place.

Which sentence best implies the conclusion of the story?

- a. Kua was on the tennis team.
- b. Kua jogged five miles a day.
- c. Kua placed second in the tournament.
- d. Kua trained.

READING STANDARD H-17 EVALUATION III
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read each paragraph. At the end of each selection, choose the sentence that best implies the conclusion to the story.

1. As the students entered the 6th period classroom, Ms. Jackson greeted them with a smile. After the bell rang, she gave each student an index card. She asked everyone to write his first name, to abbreviate his middle name, and to write his surname. The students groaned because they had been doing this all day in each previous class.

Which sentence best implies the conclusion of the story?

- a. Students entered class.
- b. Ms. Jackson gave out cards.
- c. The students were not happy about writing their names again.
- d. The teacher smiled at the students.

2. The people of Jackson decided they needed to make their town library larger. To raise money they held a carnival. In addition they had a large garage sale and sold baked goods. Everyone had an enjoyable time and got some good bargains. After they counted their profits, they had enough money to add a new room to the library.

Which sentence best implies the conclusion of the story?

- a. All the people had a good time.
- b. The people decided to have a carnival to raise money.
- c. The people raised enough money to make their library bigger.
- d. They saved money at the garage sale.

READING STANDARD H-17 EVALUATION IV
IDENTIFY APPROPRIATE CONCLUSION IN SUBJECT AREA

DIRECTIONS: Read each paragraph. At the end of each selection, choose the sentence that best implies the conclusion to the story.

1. For a period in U.S. history, the Mississippi River was the western edge of our country. There was just wilderness beyond. Few people had been to the Pacific Ocean. At first hunters, missionaries, and people who were adventurous pushed west of the Mississippi.

Then gold was discovered in California and people started moving west in large groups. Since 1849, many roads and railroads have been built.

Which sentence best implies the conclusion of the story?

- a. The Mississippi was our western boundary.
- b. Going west was extremely difficult.
- c. Hunters could go beyond the river.
- d. Since 1849 travel to the Pacific has become much easier.

2. While at Ridgefield Junior College, four young men became friends as a result of work in the Glee Club. They formed a quartet and would often sing at various college functions. A former graduate heard them and thought they were so good that he paid them for a T.V. commercial to advertise his business.

Which sentence best implies the conclusion of the story?

- a. The quartet received money and appeared on T.V.
- b. The members of the quartet became friends.
- c. Ridgefield Junior College had a Glee Club.
- d. College functions were fun.

EVALUATION ANSWER KEY

H-17 – Reading Standard

Evaluation I

1) B

2) B

Evaluation II

1) C

2) C

Evaluation III

1) C

2) C

Evaluation IV

1) D

2) A

H-18: Infer feelings and emotions.

READING STANDARD H-18 – PREPARATORY SHEET 1
INFER FEELING AND EMOTIONS

TEACHER DIRECTED

EXPLANATION: This skill requires the student to infer the feelings and emotions of a character as depicted in a story. Instructional activities which emphasize knowledge of words which depict emotional states should help students master this skill.

- A. Give students the following list of words used to describe emotions and feelings. Have them look up the definitions and write them on their paper. Discuss with the class after the activity is completed.

1. reverence	11. passion	21. defiance	31. greed
2. greed	12. disgust	22. devotion	32. exploitation
3. impatience	13. understanding	23. courage	33. amuse
4. sadness	14. fear	24. flattered	34. independent
5. calmness	15. hate	25. discontentment	35. excitement
6. sorrow	16. suppression	26. contentment	36. delighted
7. frustration	17. dependence	27. astonishment	37. exhausted
8. joy	18. anger	28. compulsion	38. cautious
9. urgency	19. shyness	29. embarrassment	39. careless
10. anger	20. coward	30. pleasure	40. truthful

B. **SAMPLE TEST ITEMS:**

1. Read the story. Answer the question.

Sarah had been saving money to buy a new set of dishes. The set she wanted was almost \$80.00, but she liked the pattern and decided to wait until she could afford it.

She finally had enough money and went to the store to purchase the dishes. She was very proud when she set her table for guests that evening.

A month later, she was looking through the newspaper. There were the exact dishes on sale for \$59.50!

- a. Sarah is excited because she knows her dishes are better.
- b. Sarah is disappointed that she didn't wait until the dishes went on sale.
- c. Sarah no longer likes her dishes because she feels cheated.
- d. Sarah feels she should not read the newspaper any more.

READING STANDARD H-18 – ACTIVITY 1
INFER FEELING AND EMOTIONS

A. DIRECTIONS: Read the stories. Write the letter of the correct answer to the questions on your own paper.

1. Jim's bike was very old. One tire was flat and the chain had fallen off. Jim worked very hard to fix his bike. When he finished, it looked like new. He was very happy to ride his bike to school.

Which statement **best** describes how Jim feels?

- a. Jim felt he should have a new bike.
- b. Jim felt proud of his work.
- c. Jim liked his bike better the way it used to be.
- d. Jim was embarrassed.

2. Luther Burbank believed that the happiest child is the one who knows plants and animals. When he was a boy, his cousin and a teacher had helped him to understand plants. So he wanted to help other children. Children from all over the world wrote and asked him questions. He always answered as many of their letters as possible.

Older people came many miles to visit Burbank. But it was the way the children of California honored him that pleased him most. They chose his birthday, March the seventh, to be Arbor Day in California. Arbor Day is tree-planting day.

Which of the following is inferred?

- a. Luther Burbank was pleased by the attention of children.
- b. He was thoughtful of the feelings of others.
- c. March 7 is Arbor Day in California.
- d. Luther Burbank wanted to help children learn more about plants and animals.

3. The men in the crew met many hardships on their long trip into the Arctic, and they were worried and discouraged. But whenever the admiral appeared their burden seemed easier and their hopes were lifted.

What kind of person is the admiral?

- a. jolly
- b. unqualified
- c. wise and capable
- d. dignified

4. Molly threw her coat over a chair, flew past her astonished parents to her own room, slammed the door, and flung herself down on the bed.

How does Molly feel?

- a. tired
- b. disappointed
- c. happy
- d. frightened

READING STANDARD H-18 – ACTIVITY 1
INFER FEELING AND EMOTIONS

(Cont.)

5. The captain looked over the men gathered before them. "There'll be no mutiny on my ship?" he announced, in a voice that was soft and deep but with a ring of grim determination.

From this selection you can infer that the captain is

- a. peaceful
 - b. pleasant
 - c. hard working and fair
 - d. stern and tough
6. She spoke as if her tongue had been dipped in acid. How did she feel?
- a. in pain
 - b. sorry
 - c. angry and mean
 - d. pleased and peaceful
7. "You certainly did a wonderful job," commented Father, viewing the spilled paint. Father meant.
- a. He did a good job.
 - b. He did a terrible job.
 - c. He did a careful job.
 - d. He did not do any job.

B. DIRECTIONS: Read the selections then mark the answer that describes how the main character in the story felt.

8. "Look, I haven't got all day. If you're going to the store with me hurry up. No, you can't go upstairs and tell Jack you're going! Come on, will you?"
- a. She is enjoying her younger brother's company.
 - b. She is worried that the store will close.
 - c. She is annoyed at having to take her brother along.
 - d. She is excited about going to the store.
9. The guest speaker smiled, looked at his notes again, and said laughingly, "It seems that I traded papers with my son. I have his homework. He must have my speech."
- a. The speaker was disturbed.
 - b. The speaker was amused.
 - c. The speaker was complaining.
 - d. The speaker was delighted.
10. The woman turned red after she said, "I am going to describe how to take the prize-winning bake."
- a. The woman was confident.
 - b. The woman was proud.
 - c. The woman was embarrassed.
 - d. The woman was depressed.

READING STANDARD H-18 – ACTIVITY 2
INFER FEELING AND EMOTIONS

DIRECTIONS: Read each sentence and choose the word from the list which best describes the feeling of the character(s) in that sentence. Write the word on your paper.

sadness
excitement
attentiveness

kindness
anger
embarrassment

pain
pride
patience

1. The children waited and waited but they didn't complain.
2. The boy's eyes lit up when he saw his new motorcycle.
3. All the students listened while the principal spoke.
4. The teenager helped the lady change the tire on her car.
5. The little boy blinked back his tears when told his dog had died.
6. Bill's parents beamed as he accepted the scholastic award.
7. The man clutched at his chest as he fell to the ground.
8. Missy jumped up and down when the trip to Disney World was mentioned.
9. She felt her face redden when the boy asked her to dance.
10. He stormed out of the room after being told he could not go to the game.

READING STANDARD H-18 – ACTIVITY 3
INFER FEELING AND EMOTIONS

DIRECTIONS: Write the word or group of words in each sentence that expresses a feeling or emotion. Use your own paper.

1. The fans were on pins and needles near the end of the game.
2. Her face clouded over as she read the letter from home.
3. The father yelled at his son for not cleaning the garage.
4. She sighed after the last winning number had been announced.
5. She flinched as the nurse gave her the tetanus shot.
6. He shrugged his shoulders when told his story was not acceptable.
7. The kitten purred as the little girl stroked its back.
8. The little boy hung his head when accused of breaking the window.
9. The expectant father paced back and forth in the waiting room.
10. Her heart pounded loudly when she heard footsteps behind her.

READING STANDARD H-18 – ACTIVITY 4
INFER FEELING AND EMOTIONS

DIRECTIONS: Read each paragraph and the unfinished sentence that follows it. Then select the word below the sentence that best describes the person mentioned in the paragraph. Write the letter on your paper.

1. As the mailman shifted the bag on his shoulder and trudged wearily up the hill, he wondered if he had ever felt more tired.

The mailman was _____.

- a. delighted
- b. exhausted
- c. frustrated
- d. disgusted

2. As the driver promised that he would be more careful, the policeman continued to write a ticket for speeding.

The policeman was _____.

- a. lenient
- b. weak
- c. firm
- d. sad

3. At the railroad crossing, the bus driver stopped the bus and looked both ways before going ahead.

The bus driver was _____.

- a. cautious
- b. careless
- c. truthful
- d. excited

4. The salesman listened patiently to the customer's angry complaints about the television set he had purchased.

The salesman was _____.

- a. impatient
- b. upset
- c. rude
- d. polite

5. The contestant looked at the announcer in amazement and asked, "Did you say I won five hundred dollars?"

The contestant was _____.

- a. angry
- b. astonished
- c. unhappy
- d. amused

READING STANDARD H-18 – ACTIVITY 4
INFER FEELING AND EMOTIONS

(Cont.)

6. Miss Johnson went into her office and sat down at her desk. She turned on the dictating machine and began to type a letter for her boss.

Miss Johnson is _____.

- a. efficient
- b. lazy
- c. disorganized
- d. excited

7. Dave had trouble removing the last spark plug from the car's engine. He wanted to check all the plugs before he began working on the faulty carburetor.

Dave is _____.

- a. bold
- b. thorough
- c. careless
- d. proud

8. As Mrs. Foster moved from room to room, she recorded the temperature and pulse rate of each patient. She took extra time to adjust Mrs. Clark's bed.

Mrs. Foster is _____.

- a. thoughtless
- b. fumbling
- c. thoughtful
- d. angry

9. Sergeant Kline walked up the stairs. His partner covered him from behind. A man watched the back exit, and a patrolman was at each end of the street.

Sergeant Kline was _____.

- a. excited
- b. careless
- c. cautious
- d. exhausted

10. As John and his mother passed the field where his friends were playing ball, John grumbled, "I don't know why I have to go to my cousin's birthday party every year."

The boy was _____.

- a. excited
- b. unhappy
- c. bold
- d. amused

ACTIVITY

ANSWER

KEY

H-18 – Reading Standard

ACTIVITY 1:

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) a | 3) c | 4) b | 5) d |
| 6) c | 7) b | 8) c | 9) b | 10) c |

ACTIVITY 2:

- | | |
|------------------|------------------|
| 1. patience | 6. pride |
| 2. happiness | 7. pain |
| 3. attentiveness | 8. excitement |
| 4. kindness | 9. embarrassment |
| 5. sadness | 10. anger |

ACTIVITY 3:

- | | |
|------------------------|---------------------------|
| 1. on pins and needles | 6. shrugged his shoulders |
| 2. clouded over | 7. purred |
| 3. yelled | 8. hung his head |
| 4. sighed | 9. paced |
| 5. flinched | 10. pounded loudly |

ACTIVITY 4:

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) c | 3) a | 4) d | 5) b |
| 6) a | 7) b | 8) c | 9) c | 10) b |

READING STANDARD H-18 – EVALUATION I
INFER FEELING AND EMOTIONS

DIRECTIONS: Read the selections. Write the letter of the answer which shows the feeling or emotion suggested. Use your own paper.

1. "It's past closing time, and I should have locked up ten minutes ago."
 - a. reverence
 - b. greed
 - c. impatience
 - d. sadness

2. "Our party line is jammed," said an excited voice. "We can't phone out. What can we do?"
 - a. calmness
 - b. sorrow
 - c. frustration
 - d. joy

3. "They're going to try to hold back the river! They'll need everybody they can get!"
 - a. urgency
 - b. anger
 - c. passion
 - d. disgust

4. "You'll learn in time," said the wise man to Omar, "and when you do, I'll give you a beautiful spear of your own."
 - a. understanding
 - b. fear
 - c. sorrow
 - d. hate

5. "I was very hurt by the way my friends reacted when I told them what had happened — I expected them to be more understanding."
 - a. sorrow
 - b. suppression
 - c. dependence
 - d. anger

READING STANDARD H-18 – EVALUATION II
INFER FEELING AND EMOTIONS

DIRECTIONS: Read the stories. Write the letter of the answer which shows the feeling or emotion suggested. Use your own paper.

1. Cora's parents wanted her to go to nursing school when she finished high school. Cora had other plans. She wanted to be a policewoman. When her parents tried to force her, she said she thought she should be allowed to choose her own career.
 - a. Cora was showing her resistance.
 - b. Cora was disobeying her parents.
 - c. Cora was angry.
 - d. Cora was showing her independence.
2. Whenever her friends, Jean and Kathy, were out of town, Lora didn't know what to do with herself. She usually stayed at home alone and simply waited for them to come back.
 - a. Lora missed her friends.
 - b. Lora began to think she was too dependent on Jean and Kathy.
 - c. Lora was very shy.
 - d. Lora has lots of friends.
3. Richard was having a very relaxing day at the beach, when the peace was interrupted by screams for help. A young girl was splashing around out in the water, and it was obvious that she needed help. Richard could swim but he ran and got someone else to save her.
 - a. Richard said he didn't swim well enough to save her.
 - b. Richard was happy that she was all right.
 - c. Later, Richard felt like a coward.
 - d. Richard went swimming.
4. Every day something else seemed to disappear. Mr. Jones would lock his storeroom with a padlock every afternoon when he closed his store, but in the morning something from inside would be gone. The lock was never marked, and there were no windows. How could things be disappearing, or was it just his imagination?
 - a. Mr. Jones was puzzled.
 - b. Mr. Jones changed the lock.
 - c. Mr. Jones decided he was crazy.
 - d. Mr. Jones was excited.
5. The police car with its blue light flashing pulled along side Stan's car. Stan turned off the motor, opened the door and stepped out. "Now what do you want me for?" he said angrily as the policeman walked toward him.
 - a. Stan was showing his defiance.
 - b. Stan was showing his independence.
 - c. Stan was very scared.
 - d. Stan was sad about getting caught.

READING STANDARD H-18 – EVALUATION III
INFER FEELING AND EMOTIONS

DIRECTIONS: Read the selections. Choose the correct feeling or emotion. Write the letter of the correct answer on your paper.

1. Barbara was enjoying her visit with the Smiths, but it was Sunday and she hoped they wouldn't mind if she went to her church, even though it was not their own.
 - a. Barbara has a deep devotion for her faith.
 - b. Barbara respects the Smiths' church, but doesn't want to go there.
 - c. Barbara is not considerate of the Smiths' feelings.
 - d. Barbara enjoys causing disorder.

2. It happened on a Saturday afternoon. Everyone in town who likes to ride horses must have been out on the trails. Frank was riding along comfortably, when out of nowhere, a black horse went galloping by like the wind. The girl hanging on for dear life was as white as a ghost. Frank dug his heels into his horse's ribs and within minutes had caught up with her and stopped the wild horse before the girl was hurt.
 - a. Frank felt he did a dangerous thing.
 - b. Frank felt courageous.
 - c. Frank felt rather foolish.
 - d. Frank likes to ride fast.

3. The lady sitting next to Minnie on the plane asked her how old she was. "Eighteen," Minnie answered, even though she was really only fifteen. The lady was so friendly, she talked to Minnie the whole trip. When the plane landed the lady turned and said, "What a nice young lady you are. I've enjoyed talking to you."
 - a. Minnie was flattered.
 - b. Minnie was glad the lady like her.
 - c. Minnie felt like a fake.
 - d. Minnie was happy the plane landed.

4. Judy glared from the car window as the policeman took her father away. She didn't care what her father had done, he had always been good to her. Now he would spend years in prison.
 - a. Judy felt sorrow.
 - b. Judy felt hatred toward the police.
 - c. Judy was too upset to think straight.
 - d. Judy was happy to see him go.

5. It had been a long, hard day at work. Mrs. Murphy slowly walked up the stairs to her apartment. It was good to be home, even if it wasn't much and she was all alone in the world. She was very tired and wanted to rest.
 - a. Mrs. Murphy is fond of working.
 - b. Mrs. Murphy is happy.
 - c. Mrs. Murphy is weary.
 - d. Mrs. Murphy is angry.

READING STANDARD H-18 – EVALUATION IV
INFER FEELING AND EMOTIONS

DIRECTIONS: Read each selection. Choose the correct feeling or emotion suggested. Write the letter of the correct answer on your paper.

1. "The quality of your work has not been satisfactory. I would suggest that you redo this paper."
 - a. discontentment
 - b. astonishment
 - c. compulsion
 - d. embarrassment

2. "I always enjoy seeing a Disney movie. It gives me such a good feeling inside. Every-time one comes to town, I see it."
 - a. dependence
 - b. pleasure
 - c. anger
 - d. calm

3. John had never been a very industrious student. However, one day he gave his teacher an impressive composition. His teacher was speechless.
 - a. astonishment
 - b. anger
 - c. exploitation
 - d. fear

4. Sam knew that he shouldn't leave his tent at night. Nevertheless, he ventured out into the wilderness. He felt the need to go.
 - a. horror
 - b. greed
 - c. compulsion
 - d. anger.

5. Bill told his teammates that he was the best fullback in the county. They were getting tired of his constant bragging.
 - a. antagonistic
 - b. sorrowful
 - c. dependent
 - d. amused

EVALUATION ANSWER KEY

H-18 – Reading Standard

EVALUATION 1:

1) c 2) c 3) a 4) a 5) a

EVALUATION 2:

1) a 2) a 3) c 4) a 5) a

EVALUATION 3:

1) b 2) b 3) c 4) a 5) c

EVALUATION 4:

1) a 2) b 3) a 4) c 5) a

H-19: Identify outcomes based on inferences.

READING STANDARD H-19 PREPARATORY SHEET 1
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the following paragraph and identify the best ending statement.
Write your selection on your own paper.

EXAMPLE:

Ken and Fran lived in Florida. During the month of December, they wanted to visit their relatives who lived in Pennsylvania. Fran suggested that Ken should have the car checked for winter driving before they left.

They stopped overnight in Kentucky. The temperature dropped to 10°. The next morning the car wouldn't start. Ken said, "I guess I really should have had the car checked. I thought it would be warmer. Now we are going to have to pay someone to help us get going again."

Select the statement that **best** predicts the end of the story.

- a. Ken and Fran had to buy a new car before they could continue their trip.
- b. A service station attendant came and helped them get their car started.
- c. Ken and Fran decided to return to Florida.
- d. Ken and Fran were a week late getting to Pennsylvania.

READING STANDARD H-19 ACTIVITY SHEET 1
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the following selections, and then choose the best answer. Write the letter of the correct answer on your own paper.

1. The band members were planning a Saturday car wash to earn money for new uniforms. Since twenty members had volunteered their time, they planned to work in four two-hour shifts. The car wash would be held from 8:00 a.m. until 4:00 p.m. At 7:30 a.m. Saturday, it was raining heavily.

Which sentence tells how the story ended?

- a. The twenty band members were exhausted by 4:00.
- b. The car wash had to be called off.
- c. Many cars were washed during the day.
- d. The car wash netted enough money to purchase the uniforms.

2. The people of Ft. Pierce gathered together to celebrate the Sandy Shoes Festival. There were many festivities including sports competitions, a beard growing contest and a parade. Booths were set up on the river front where food was sold and arts and crafts displayed. Everyone who participated agreed that the festival was the highlight of the year.

Which sentence tells how the story ended?

- a. The food booths were the greatest success.
- b. People watched the parade.
- c. The people enjoyed the festivities.
- d. There were many competitors in the beard growing contest.

3. Mrs. Williams was cooking dinner for her husband and three children. As she was putting the meatloaf in the oven, her youngest son ran in saying that he had little league practice. Mrs. Williams then remembered that her daughter was having dinner at a friend's house. A few minutes later, Mr. Williams called to say that he was having dinner with a client. Mrs. Williams placed the dinner on the table.

Which sentence tells how the story ended?

- a. The Williams family sat down to dinner together.
- b. Mrs. Williams served meatloaf to her son's little league team.
- c. Mrs. Williams cancelled dinner.
- d. Mrs. Williams ate meatloaf with her older son.

4. The junior class was conducting a bake sale to earn money for the prom. Eighteen cakes, ten dozen cookies, five dozen cupcakes and assorted other goodies were prepared for the event. By three o'clock, the bake table was practically empty.

Which sentence tells how the story ended?

- a. The students' bake sale was judged a success.
- b. The sale earned very little money.
- c. Many students forgot to bring their cakes to the sale.
- d. Many students worked on the prom.

5. In 1968, Morris the Cat was just a plain alley cat. He had to scrape for food as did the other strays. Then one day he was locked up in an animal shelter, and his future looked really bleak. Fortunately, a television producer came and selected Morris to play the lead in a new commercial.

Which sentence tells how the story ended?

- a. In 1968, Morris was an alley cat.
- b. Morris was locked up in an animal shelter.
- c. Morris was chosen to star in a commercial.
- d. Morris was put to sleep.

READING STANDARD H-19 ACTIVITY SHEET 2
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the following selections, and then choose the best answer. Write the letter of the correct answer on your paper.

1. Fran's life has really changed in the past three years. After having stayed single until the age of thirty-two, she finally married her high school sweetheart. A year later she had a double surprise.

Which sentence tells how the story ended?

- a. Fran had twins.
- b. Fran got married.
- c. Fran stayed single.
- d. Fran was thirty-two.

2. Marshall found that English was his most difficult course in school. He knew that he would have to really study in order to pass the class. Therefore, Marshall designed a study system for himself and used it every day. At the end of the term, Marshall

Which sentence tells how the story ended?

- a. Marshall received a good grade.
- b. Marshall did not like English.
- c. Marshall planned a study program.
- d. Marshall thought he would not pass English.

3. Laurie wanted to be the president of her senior class. She knew it would be hard to win the election, though, because the other candidates were well-liked and respected. Laurie worked diligently constructing posters and tags urging the student body to vote for her.

Which sentence tells how the story ended?

- a. Laurie made campaign signs.
- b. Laurie dropped out of the race.
- c. Laurie was elected president of the senior class.
- d. Laurie ran unopposed.

4. Suzie had been worried about Pooch, her dog. He had been very listless and disinterested in food for several days. Suzie finally took Pooch to the vet after school. It turned out that Pooch had tonsillitis.

Which sentence tell how the story ended?

- a. Suzie was worried about her dog.
- b. Pooch would not sleep.
- c. Pooch ran away from home.
- d. The vet gave Pooch medicine for his tonsillitis.

5. Fifty members of the senior class were planning a trip to the Bahamas after graduation. They planned to finance the trip by holding bake sales, car washes, fairs and puppet shows throughout the year. All year long the participating members worked trying to earn the \$10,000 needed for the trip. By June the students were \$4,000 short.

Which sentence tells how the story ended?

- a. Everyone agreed that the Bahama trip was a fabulous success.
- b. The students held another bake sale.
- c. The students planned a trip to the Bahamas.
- d. The students didn't make the trip.

READING STANDARD H-19 ACTIVITY SHEET 3
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the following selections, and then choose the best answer. Write the letter of the correct answer on your own paper.

1. Leo was on the school track team. Every afternoon he ran sixteen laps, or four miles. He was training for the district track meet in the spring. When that meet was held,

Which sentence tells how the story ended?

- a. Leo was on the track team.
- b. Leo came in first in his race.
- c. Leo ran four miles every day.
- d. The race was held in the spring.

2. Mr. Dale was supposed to go to Atlanta for a business meeting. Then his boss asked him to supervise a project and have it submitted by Friday. Because the project was not completed on time, Mr. Dale cancelled his trip.

Which sentence tells how the story ended?

- a. Mr. Dale went to Atlanta.
- b. Mr. Dale was assigned a new task.
- c. Mr. Dale's project was due on Friday.
- d. Mr. Dale completed the project.

3. The people of Long Point were unhappy because there were no worthwhile cultural events available to them locally. Most Long Point citizens were not in a position to travel to Miami, where ballets, museums, operas, etc. were offered. They solved this problem in a unique way. The local television studio received permission to tape cultural activities in Miami.

Which sentence tells how the story ended?

- a. Ballets and operas are performed in Miami.
- b. Long Point citizens were unhappy.
- c. Long Point citizens moved to Miami.
- d. A television studio taped cultural events and aired them in Long Point.

4. The Central-Northern basketball game was scheduled for Wednesday evening. By Tuesday, eight Central players were in bed with the flu. The Central coach called the coach of the Northern team. They too had been stricken by the flu with the starting five out sick.

Which sentence tells how the story ended?

- a. The Central-Northern game was played Wednesday evening.
- b. Everyone came down with the flu.
- c. The game will be re-scheduled for another night.
- d. The game was called off.

READING STANDARD H-19 ACTIVITY SHEET 3
IDENTIFY OUTCOMES BASED ON INFERENCES

(Cont.)

5. Cheryl and Hank decided to remodel their home, changing a garage into a family room. Months passed and the two worked evenings and weekends to complete the job. They added a new bay window, fireplace, dropped ceiling and paneling. Finally thick carpet was put into place.

Which sentence tells how the story ended?

- a. Cheryl and Hank wanted to remodel their home.
 - b. Cheryl's and Hank's family room was finished.
 - c. Cheryl and Hank worked every weekend.
 - d. Cheryl and Hank moved the furniture into their new room.
6. Beverly was looking for a summer job. She went from store to store making inquiries. Next she decided to try fast food restaurants. Repeatedly she heard the same negative responses. She was beginning to think that maybe she should give up on the job idea and instead enroll in summer school. Then she heard that a new sandwich shop was opening up nearby. That afternoon, she went to inquire about a job. Beverly was elated when she received a call from the sandwich shop.

Which sentence tells how the story ended?

- a. Beverly got a job.
 - b. Beverly would make sandwiches at the new sandwich shop.
 - c. Beverly decided to go to summer school.
 - d. Beverly wanted a summer job.
7. Bryan Hastings was becoming quite a racquetball player. He had only been playing for two years but had quickly developed considerable skill in the game. He was now stiff competition for those who had earlier been his teachers. Today, Bryan was playing Hal George, who only months before had laughed at Bryan's suggestion that they play against each other someday. Since that day, Bryan had beat Hal many times in his mind. He sure would like to make that dream come true. It was down to the wire. It was Bryan's serve and this could be the game point. Suddenly Hal George stomped off the court.
- a. Bryan was becoming an expert racquetball player.
 - b. Hal beat Bryan in racquetball.
 - c. Bryan won the game.
 - d. Hal laughed at the idea of playing Bryan.

READING STANDARD H-19 ACTIVITY SHEET 4
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the following paragraphs, then select the best answer. Write the letter of the correct answer on your own paper.

1. The Fawcett family left at 5:00 a.m. to make the eight hour drive to Chicago. When Mr. Fawcett had been driving for about an hour, he noticed a strange sound coming from the engine. He continued on the way while the noise grew progressively louder. Suddenly, the engine died and Mr. Fawcett was barely able to get the car off the road.

Which sentence tells how the story ended?

- a. The Fawcett family drove straight through to Chicago.
 - b. The Fawcetts decided to spend the night along the way.
 - c. The loud noise grew softer and then disappeared.
 - d. The Fawcett's called a service station for assistance.
2. Joan Hillman was planning a Saturday garage sale to help clean out her house. She was hopeful that she could make at least fifty dollars as she planned to use the profits from her sale to buy a new bedspread and curtains. By 3:00 on Saturday, most items had been sold and Joan had netted \$85.

Which sentence tells how the story ended?

- a. Joan's garage sale had to be cancelled.
 - b. Joan would be able to purchase the curtains or bedspread.
 - c. Joan's garage sale was successful since she earned \$85 and sold most of the items.
 - d. Joan was unable to sell most of the items.
3. Harry was interested in buying a used motorcycle. Everyday he searched the classified ads for a suitable bike. He was looking for a 1971, 650 Triumph at a price he could afford. As he could not spend more than \$500, Harry had decided that he was willing to do some repairs. In Friday's paper Harry saw the ad:

1971, 650 Triumph, in need of repair, \$350 firm. 464-000.

Which sentence tells how the story ended?

- a. Harry decided to buy a new motorcycle.
 - b. Harry gave up looking because they were too expensive.
 - c. Harry bought the bike for \$350 and began making repairs.
 - d. Harry paid \$500 for the bike.
4. Jennifer ran to catch the bus. As she climbed up the steps, her science book slipped out of the pile of books and papers she carried in her arm. Jennifer took a seat near the front and glanced down at her books. Suddenly, she realized that the science book was missing. The bus had already started to move. Jennifer jumped up from her seat and got off at the next stop. She returned to the place where she boarded the bus.

Which sentence tells how the story ended?

- a. Jennifer went straight home.
- b. Jennifer didn't realize she had lost the science book.
- c. Jennifer took the bus to school.
- d. Jennifer got off at the next stop and ran back to look for her book.

READING STANDARD H-19 ACTIVITY SHEET 4

IDENTIFY OUTCOMES BASED ON INFERENCES

(Cont.)

5. Jerry's grades were very average in spite of all the time he spent studying. He had always hoped to be on the honor roll but was never able to make straight B's or better. Every semester he got at least one C. At the end of the spring semester, Jerry was at last named to the honor roll.

Which sentence tells how the story ended?

- a. Jerry failed English spring semester.
 - b. Jerry made straight A's spring semester.
 - c. Jerry made all B's or better spring semester.
 - d. Jerry spent more time studying spring semester.
6. Rob had been working at Burger King for almost a week. He was having some difficulty learning the techniques of fast food preparation. The first few days he had worked as a wrapper, but he had trouble following directions and could never end up with the pickles and onions on the right burger! He was then moved to the deep fryer where he cooked the french fries and onion rings. One afternoon, he went to the freezer to get more onion rings. As he emerged from the freezer, he could smell the fire and see the smoke drifting from the deep fryer. He ran to the fryer, dousing the flames with the extinguisher.

Which sentence tells how the story ended?

- a. Rob worked at Burger King.
 - b. Rob lost his job.
 - c. The deep fryer caught on fire.
 - d. Rob changed from "wrapper" to "fryer."
7. For years, Julie Rivers had entered every sweepstake she heard about. She always said that someone had to win and felt that one day it might be her. Many of her friends teased her about her interest. One day the awaited moment arrived.

Which sentence tells how the story ended?

- a. Julie Rivers entered another sweepstake.
 - b. Julie Rivers' friends teased her about entering another contest.
 - c. Julie Rivers continued entering sweepstakes.
 - d. Julie Rivers won a sweepstake.
8. Tim and Tom were painting their bedroom. They were changing the light blue walls to a bright orange. Tim painted the ceiling and trim, while Tom painted the walls. Tim had finished and he watched Tom as he painted. Finally, all four walls were a brilliant orange.

Which sentence tells how the story ended?

- a. Tim and Tom finished painting the room.
- b. Tim and Tom wanted to paint their room.
- c. Tim painted the ceiling.
- d. Tim and Tom decided never to paint another room.

ACTIVITY

ANSWER

KEY

H-19 – Reading Standard

Activity 1

- 1) b 2) c 3) d 4) a 5) c

Activity 2

- 1) a 2) a 3) c 4) d 5) d

Activity 3

- 1) b 2) d 3) d 4) c 5) b
6) a 7) c

Activity 4

- 1) d 2) b 3) c 4) d 5) c
6) b 7) d 8) a

READING STANDARD H-19 EVALUATION I
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the paragraph. Write the letter of the correct answer to the question on your own paper.

1. Kelly was shopping for a new outfit for the Party Saturday night. She browsed through numerous dresses, pantsuits, skirts and jumpsuits. Nothing seemed just right to her. Then she saw it - a sundress in soft print. She tried it on and it was perfect!

Which sentence tells how the story ended?

- a. Kelly shopped for a new dress.
- b. Kelly couldn't find what she wanted.
- c. Kelly saw the perfect outfit - a print sundress.
- d. Kelly bought a dress for the party.

2. Mel had planned to go to college for as long as he could remember. In the spring of his junior year he spent many hours browsing through college catalogs and selected four that he was interested in visiting. In the fall of his senior year, Mel and his parents visited the four schools and Mel carefully completed an application for each one. The months passed, then finally the letters started to arrive. Mel was disappointed when first one and then another letter of rejection arrived. A third rejection arrived and Mel was beginning to see his dreams crumble. One day the mail arrived while Mel was home. He saw from the return address that the letter was from the school he had considered his first choice. He did not want to open that last letter. He slowly opened the envelope, anticipating bad news. His eyes sparkled as he read the letter.

Which sentence tells how the story ended?

- a. Mel planned to go to college.
- b. Mel was accepted by the school of his choice.
- c. Mel visited the four schools that particularly interested him.
- d. Mel was turned down at the colleges he visited.

3. Charlotte didn't usually take the time to iron a blouse for school, but today was different. After all, most days she didn't have a new boy as handsome as Chuck sitting behind her in Algebra class. Charlotte had carefully selected just the right blouse - a pretty blue print. She quickly ironed the collar and cuffs. She then touched the iron to the front. But it didn't glide gently along; instead it stuck. She looked with horror at what she had done.

Which sentence tells how the story ended?

- a. Charlotte couldn't go to school.
- b. Charlotte ruined her brand new blouse.
- c. Charlotte sat in front of the new boy in class.
- d. Charlotte missed her bus.

READING STANDARD H-19 EVALUATION I
IDENTIFY OUTCOMES BASED ON INFERENCES

(Cont.)

4. For weeks there had been nothing but hot dry weather. Every day the thermometer climbed up above 90°. The grass had been brown for quite some time. Now the drought was beginning to affect the other growth as well. The farmers complained of losing crops and feared losing everything if the weather didn't break. Then one day the clouds appeared. Everyone waited to see if the rains would come at last. Finally, the rain began to fall. It sprinkled, then it poured. Everyone rejoiced!

Which sentence tells how the story ended?

- a. The farmer's crops were saved.
 - b. It rained for many days.
 - c. The drought had ruined many crops.
 - d. The people were glad to see it rain at last.
5. Jennifer had been babysitting since she was twelve. Now a high school senior, she usually got at least one job each weekend and was often busy both Friday and Saturday night. With summer approaching, Jennifer thought about seeking a more fulltime position. She inquired about job possibilities in local businesses. Then she thought of the possibility of babysitting fulltime for a working mother. She put an ad in the paper and received immediate response. After several interviews she received the call she had been waiting for.

Which sentence tells how the story ended?

- a. Jennifer looked for a job in local businesses.
 - b. Jennifer babysat on weekends.
 - c. Jennifer got a job caring for several children.
 - d. Jennifer got a summer babysitting job.
6. Writing a term paper was certainly not Sam's favorite task. For weeks he had been reading, researching, writing and rewriting. He hoped that his grade would make his efforts worthwhile. Sam finally completed the final draft and turned it in to the teacher.

Which sentence tells how the story ended?

- a. Sam didn't like writing term papers.
- b. Sam wouldn't mind writing papers in the future.
- c. Sam worked for weeks on his term paper.
- d. Sam got a good grade on his paper.

READING STANDARD H-19 EVALUATION II
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the paragraph. Write the letter of the correct answer to the questions on your own paper.

1. Mr. and Mrs. Williams decided to buy new kitchen carpeting. They looked at many different colors and patterns before selecting one they both liked. They sat down with the salesman.

Which sentence tells how the story ended?

- a. Mr. and Mrs. Williams looked at many carpets.
- b. Mr. and Mrs. Williams bought a new carpet.
- c. Mr. and Mrs. Williams couldn't decide on a carpet.
- d. Mr. and Mrs. Williams returned to buy carpet for the rest of their home.

2. Mrs. Catell's class was going on a field trip. For several days, they had been looking forward to the trip. Mrs. Catell reminded the children that they had to behave themselves during the rest of the school day in order to be able to go on the trip. The day before the trip, the class caused a disturbance in the cafeteria and Mrs. Catell was notified.

Which sentence tells how the story ended?

- a. Mrs. Catell told the children that they should behave.
- b. The class caused a disturbance.
- c. Mrs. Catell's class was going on a field trip.
- d. The students didn't go on the field trip.

3. The pilots boarded the plane. Directly behind them were two suspicious looking men. It looked as if they were poking something into the pilots' backs. The control tower suddenly realized the plane was headed in the wrong direction.

Which sentence tells how the story ended?

- a. The pilots made an error in direction.
- b. Later, the pilots reported that the plane was being hijacked.
- c. There was a storm and the pilots turned the plane around.
- d. The men were F.B.I. agents on the trail of smugglers.

4. "Farmers plant cotton year after year," said Professor Carver. "All the good in the soil is being used up, and the crops are poor. There are plants that make the soil richer. These would help farmers have good crops instead of poor ones."

"I have found that peanuts have many uses." He showed the farmers paper, ink, soap, and even linoleum that he had made from peanuts. "Sweet potatoes have many uses also," the professor went on. And he showed them flour and syrup he had made from sweet potatoes.

Which sentence tells how the story ended?

- a. Farmers planted more cotton after the lecture.
- b. Farmers learned to plant peanuts and sweet potatoes to enrich the soil.
- c. Farmers learned about the diseases in the soil.
- d. Farmers had bad crops the following year.

5. Sharon got up late one night. Her sister's snoring was keeping her awake. She heard the family's dogs whining outside, so she looked out the window. She saw a man moving in the yard.

Which sentence tells how the story ended?

- a. She went back to bed.
- b. She called her father.
- c. She called her sister.
- d. She told the dogs to quiet down.

READING STANDARD H-19 EVALUATION III**IDENTIFY OUTCOMES BASED ON INFERENCES**

DIRECTIONS: Read the paragraph. Write the letter of the best ending to the paragraph on your own paper.

1. In the United States, some people mark ballots that bear the printed names of candidates. Others pull levers in voting machines. When you go to vote on Tuesday, you will not receive a paper ballot. You will go into a booth and vote by _____.
 - a. writing a name down.
 - b. putting choices in an envelope.
 - c. pulling a lever down.
 - d. pointing to the one you want.

2. Before Mary had gone to bed at eleven o'clock, the moon had been shining very brightly. Now it had set. The night was very dark. The air was very still. Nothing moved. Everything was in shadow. Mary was awakened suddenly. When she opened her eyes, she _____.
 - a. could not see very clearly.
 - b. blinked in the moonlight.
 - c. saw the sunrise.
 - d. saw her reflection in the mirror.

3. The king traveled with a caravan of camels. The camels were loaded with bales of cloth. The king hoped to sell the cloth at the oasis. When he came to the watering-hole, he _____.
 - a. unloaded the bales.
 - b. packed up the bales.
 - c. sold the camels.
 - d. bought a new camel.

4. The ball player thought he hit a home run. Swiftly he threw his bat on the ground and began to run the bases. He touched first and rounded second. Meanwhile the outfielder caught the fly ball. He _____.
 - a. went back to first base.
 - b. hit the ball again.
 - c. touched home.
 - d. was out.

5. Ginny did all the problems on her math paper. She wrote the problems down neatly with the correct answers. She carried the paper into class carefully. The teacher _____.
 - a. scolded her.
 - b. praised her work.
 - c. made her do it over.
 - d. threw the paper away.

READING STANDARD H-19 EVALUATION IV
IDENTIFY OUTCOMES BASED ON INFERENCES

DIRECTIONS: Read the following short passages and select the probable ending. Mark the letter of the the correct answer on your own paper.

1. Bob and Raymond were flying a kite at the beach. The kite stayed high in the air most of the day, and people gathered around to watch. At dinner time, however, the wind stopped. Bob and Raymond _____.
 - a. stayed to wait for a gust of wind.
 - b. brought the kite in, and went home to eat.
 - c. threw the kite down
 - d. told the people to go home.
2. Linda and Lanika are stars on the school volleyball team. The two athletes usually scored over 90% of the points on their team. Just before the big game with Boca, Linda and Lanika were both severely hurt in an accident. They could not play in the game, but watched from the bench. The team _____.
 - a. did not win the game.
 - b. won the game.
 - c. refused to play at all.
 - d. quit.
3. As the mailman shifted the bag on his shoulder and trudged wearily up the hill, he wondered if he ever felt more tired. When he got home he probably _____.
 - a. would go bowling.
 - b. mowed the lawn.
 - c. sat in his chair with his feet up.
 - d. cooked dinner.
4. Bob sat patiently in the blind. The sun was not up yet, but it was light enough to see the details of the blind and its location. Leaves made crackling sounds as a cold breeze rippled across the blue-gray waters around the blind. He felt confident that no ducks would be able to see him. As he checked to see that his equipment was loaded, he noted that there would soon be enough light for some good shots. He didn't want to use a flash attachment because the flash would scare the ducks away.
What was Bob waiting to do?
 - a. shoot a duck.
 - b. take a picture.
 - c. start a science experiment.
 - d. shoot deer.
5. The boys at the dance were all standing together in groups. They were not dancing with the girls. They were shy. One of the boys felt braver than the others. He _____.
 - a. asked one of the girls to dance.
 - b. stood with the other boys.
 - c. went home.
 - d. asked one of the teachers to dance.

EVALUATION ANSWER KEY

H-19 – Reading Standard

Evaluation I

1) d 2) b 3) b 4) a 5) d 6) d

Evaluation II

1) b 2) d 3) b 4) b 5) b

Evaluation III

1) c 2) a 3) a 4) d 5) b

Evaluation IV

1) b 2) a 3) c 4) b 5) a

READING STANDARD--I

The student will recognize fantasy, fact, and opinion in a message.

I-20: Distinguish between facts and opinions.

READING STANDARD I-20 – PREPARATORY SHEET 1
DISTINGUISH BETWEEN FACTS AND OPINIONS

EXPLANATION:

We often tend to think that facts are always true. Most of the time they are. A *statement of fact*, however, may be either true or false. Examine these two statements of fact:

In 1962 Gregory Peck won an Academy Award as Best Actor.

In 1962 Jack Lemmon won an Academy Award as Best Actor.

Both of these statements of fact cannot be true because only one Academy Award is given for Best Actor each year. It is possible that both statements are false; perhaps someone else won the award. The main thing to remember is that a statement containing a fact that is true can be tested and shown to be true. Similarly, a statement containing a false fact can be shown to be false. Therefore, statements that can be proved to be either true or false are called statements of fact, regardless of whether they are true or false.

How can statements of fact be proved? Some statements of fact can be proved to be true or false by *direct personal observation*. If someone tells you, for example, that Sears has \$50 jackets on sale for \$25, you can go to Sears yourself to find out if this is actually true. Sometimes it is impractical to check the statement ourselves; other times it is impossible. For example, it is impossible to directly experience something that happened in the past in order to see if a statement made about the event is true. When it is impractical or impossible to check the truth of a statement ourselves, we use the *indirect method* which involves going to reports and records written by reliable people or talking to a person who is knowledgeable about the subject in question. A library is a good source of records and reports because it contains encyclopedias, almanacs, and other specialized books which contain many facts. People who have witnessed an event in the past are often good sources for facts as well. Remember, even if a statement is proved false, it is still a statement of fact.

On the contrary, just because someone says that something is fact does not make it so. An opinion can be labeled as "the truth", "what will happen", "a fact", or "what everybody knows". When making judgments, think carefully to determine if the statements are fact or opinion.

READING STANDARD I-20 – ACTIVITY 1
DISTINGUISH BETWEEN FACTS AND OPINIONS

EXPLANATION:

The object of this activity is to read and determine if they are fact or opinion.

Example: Which of the following sentences is a fact and which an opinion?

Babe Ruth hit 714 home runs during his career.
Babe Ruth was the greatest hitter of all times.

Answer: The first sentence, "Babe Ruth hit 714 home runs during his career" is correct because it can be proven by checking baseball records. "Babe Ruth was the greatest hitter of all times" explains how a person might feel about him. Remember! Greatest is one of the key words in finding statements of opinion.

DIRECTIONS: After reading each of the following sentences decide if it is a fact or an opinion statement. Mark F (fact) or O (opinion). Use your own paper.

1. _____ It has rained 21 inches in the Phoenix area during the year 1973.
2. _____ It has been a very rainy season in Phoenix this year.
3. _____ The Washington Redskins football team is very poor.
4. _____ The Miami Dolphins defeated the Washington Redskins in the 1973 Super Bowl.
5. _____ The album, "Super Fly," was among the top ten in the month of January.
6. _____ Rock and roll music has always been better than classical music.
7. _____ The Phoenix Union High School System is the best district in the Phoenix Metropolitan area.
8. _____ There are eleven high schools in the Phoenix Union High School System.
9. _____ Boys are sexier than girls.
10. _____ Ted is very clever at thinking of new designs for model cars.

READING STANDARD I-20 – ACTIVITY 2
DISTINGUISH BETWEEN FACTS AND OPINIONS

EXPLANATION:

The object of this activity is to identify the difference between fact and opinion in phrases.

Example: Which of the following statements is a fact? an opinion?
a. 6 foot high fence b. very tall fence

Answer: Phrase a. "6 foot high fence" is a fact, because you could measure to prove the statement. b. "very tall fence" is a personal opinion. What may be tall to one person may not be tall at all to another person.

DIRECTIONS: Read each phrase in the list below and decide if it is . . . a fact or an opinion. Write F(fact) or O(opinion). Use your own paper.

- | | |
|---------------------------------|--------------------------------------|
| 1. 75° temperature | 11. raining today |
| 2. a fair day | 12. gloomy day |
| 3. almost a cup | 13. car that goes 110 miles per hour |
| 4. 16 ounce cup | 14. car too fast |
| 5. a short trip to town | 15. good athlete |
| 6. 25 miles to town | 16. hit 5 home runs |
| 7. a big city | 17. long-hair hippie |
| 8. Phoenix population 750,000 | 18. hair 10 inches long |
| 9. Show rated among the top ten | 19. a stacked chick |
| 10. show gets better and better | 20. 36 - 24 - 36 |

READING STANDARD I-20 – ACTIVITY 3
DISTINGUISH BETWEEN FACTS AND OPINIONS

EXPLANATION:

The object of this activity is to distinguish between fact and opinion in advertisements.

Example: TENDER VITTLES is a different kind of cat food. Unlike dry cat food, it's a tender, moist meal. And it has all the vitamins, minerals, and protein your cat needs. But more important, it has the kind of taste your cat loves. The delicious moist taste of canned cat food, but without the mess, smell and expense of cans. Over 5,000,000 people are buying TENDER VITTLES!

Which are the statements of fact and which are the opinion in the above advertisement?

Answer: In this advertisement the only statement of fact is the last sentence, "Over 5,000,000 people are buying Tender Vittles." This can be proven by checking the sale records of Tender Vittles or by surveys of people who buy cat food. The other statements are opinions about the cat food: "a different kind of taste", "the delicious moist taste", "the mess, smell and expense of cans." These may or may not be fact, for it depends on the opinion of the person or the cat.

DIRECTIONS: After reading the following advertisements decide which of the statements are facts. Remember there may be more than one fact for each exercise. Write the letters that are facts and use your own paper.

1. **HAPPY CLOWN DAY CARE CENTER**

Good day-care centers are necessary for happy kids. Right now in this county there are 5,000,000 kids under the age of six whose mothers hold jobs. Yet, there are only 700,000 day care centers opened. Metropolitan Life Insurance Company wants to make sure that all the kids have the best day care center possible. So, don't put off! Write us today! We will help you set up the neatest, grooviest day care center going!

Choose the statements below that are factual statements:

- a. Good day care centers are necessary for happy kids.
- b. There are only happy kids in day care centers.
- c. Today there are 5,000,000 kids under age six whose mothers work.
- d. Metropolitan Life Insurance Company likes kids.
- e. There are 700,000 day care centers open.

READING STANDARD I-20 – ACTIVITY 3
DISTINGUISH BETWEEN FACTS AND OPINIONS

(continued)

2. WHAT MAKES MUSTANG DIFFERENT?

For eight years now, the Ford Mustang has been the top selling car in its class. There are 3 big reasons why:

1. The way it looks . . . sleek and sporty!
And you have 5 models to choose from.
2. The way it handles!
Mustang's compact size makes it handle as beautifully as it looks.
3. The way it feels!
Driving a Mustang gives you a feeling of balance and control.

10 million people own Mustangs.

Choose the statements below that are factual statements:

- a. The Mustang is sleek and sporty.
- b. You have from 5 models to choose from.
- c. Driving a Mustang makes you feel "super great".
- d. Mustang cars make good dragsters.
- e. 10 million people have bought Mustangs.

- 3. TEETH DON'T DIE A NATURAL DEATH! You kill them.** Chances are, when you lose a tooth, it's because you killed it with neglect: by not eating the right foods, or seeing the dentist often enough, or brushing properly. Uncared for teeth lead to cavities, and cavities can lead to tooth loss. In fact, the average person loses 6 to 9 teeth in a lifetime simply due to cavities. So, besides seeing your dentist and watching treats make sure you brush with CREST. Because the more you fight cavities, the less your teeth have to fight for their lives.

Choose the statements below that are factual statements:

- a. Crest is the best toothpaste.
- b. The average person loses 6 to 9 teeth in a lifetime simply due to cavities.
- c. Teeth don't die natural deaths.
- d. Eating candy can lead to cavities.
- e. Most people do not take good care of their teeth.

READING STANDARD I-20 – ACTIVITY 3
DISTINGUISH BETWEEN FACTS AND OPINIONS

(continued)

4. THE LITTLE CAMERA THAT TAKES BIG PICTURES

It's the new Kodak Pocket Instamatic Camera, the one that takes big pictures. It takes beautiful $3\frac{1}{2}$ X $4\frac{1}{2}$ inch snapshots. It uses a fantastic new Kodak color film and has a multi-element lens. Just drop the new little film cartridge in the pocket and shoot. There are five models to look into . . . all but one with automatic exposure control. At your photo dealers, for less than \$28.

Choose the statements below that are factual statements:

- a. The Kodak Pocket Instamatic takes beautiful pictures.
- b. There are five Kodak Pocket Instamatic models.
- c. The size of the pictures of the Kodak Instamatics is $3\frac{1}{2}$ X $4\frac{1}{2}$.
- d. Four of the five models of the Kodak Pocket Instamatic have automatic exposure control.
- e. Everyone likes the new Kodak cameras.

5. THE BEAUTY MAKERS

You have one hour to meet him, and your hair is a wreck. G.E.'s SPEEDSETTER to the rescue. The 20 tangle-free rollers speed up the setting. And if you like your hair the way it is - - natural, G.E.'s new styling dryer will dry curly or straight hair and style it the way you want. 9 out of 10 people use this new dryer to manage their hair . . . With two styling combs and a brush attachment.

Choose the statements below that are factual statements:

- a. The new G.E. Styling Dryer comes with two styling combs and a brush attachment.
- b. Everyone likes their hair natural.
- c. The G.E. Styling Dryer will dry any type of hair.
- d. The G.E. Speedsetter has 20 rollers.
- e. G.E. makes the best appliances for taking care of everyone's hair.

READING STANDARD I-20 – ACTIVITY 4
DISTINGUISH BETWEEN FACTS AND OPINIONS

DIRECTIONS: Read each statement below and write F(for fact) if the statement can be proved true or false, and O(for opinion) if the statement cannot be proved definitely right or wrong. Use your own paper.

1. _____ Jupiter is the largest planet in our solar system.
2. _____ The Dolphins are going to win the Super Bowl next year.
3. _____ The Beatles are the greatest rock-and-roll band of all times.
4. _____ Florida is one of the largest producers of oranges in the United States.
5. _____ The Porsche is the fastest car on the road.
6. _____ Iron is weaker than steel.
7. _____ There will be a shortage of gasoline in the near future.
8. _____ For relaxation, the seashore is the best place to vacation.
9. _____ An apple has fewer calories than a candy bar.
10. _____ Her daughter is much smarter than her son.

ACTIVITY

ANSWER

KEY

I-20 – Reading Standard

Activity 1

- | | | | | |
|------|------|------|------|-------|
| 1) F | 2) O | 3) O | 4) F | 5) F |
| 6) O | 7) O | 8) F | 9) O | 10) O |

Activity 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) F | 2) O | 3) O | 4) F | 5) O |
| 6) F | 7) O | 8) F | 9) F | 10) O |
| 11) F | 12) O | 13) F | 14) O | 15) O |
| 16) F | 17) O | 18) F | 19) O | 20) F |

Activity 3

- | | | | | |
|---------|---------|----------|------------|---------|
| 1) c, e | 2) b, e | 3) b, d, | 4) b, c, d | 5) a, d |
|---------|---------|----------|------------|---------|

Activity 4

- | | | | | |
|------|------|------|------|-------|
| 1) F | 2) O | 3) O | 4) F | 5) O |
| 6) F | 7) O | 8) O | 9) F | 10) O |

READING STANDARD I-20 – EVALUATION I
DISTINGUISH BETWEEN FACTS AND OPINIONS

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

Mrs. Keen's television set was on the blink again. It had been in the repair shop three times within a six month period. The first time the picture tube was replaced. It worked for only a few days when the sound portion was lost. Again the set was repaired. The third time the picture rolled repeatedly. Mrs. Keen was furious. She felt that the repair shop was cheating her.

1. According to this story, which sentence is a **FACT**?

- a. Mrs. Keen is being cheated.
- b. Mrs. Keen's television was intentionally broken.
- c. Mrs. Keen's television has been in the repair shop three times in six months.
- d. Mrs. Keen's television was never broken.

2. According to this story, which sentence is an **OPINION**?

- a. After the picture tube was fixed, the sound went out.
- b. Mrs. Keen was being cheated.
- c. The picture tube was replaced.
- d. Mrs. Keen brought the set in for the third time.

Sissy works as a secretary at a local business office. She has been there for three years. She is seldom late and feels that she is an excellent clerk and typist. Recently, Carol was hired to work in the office with Sissy. Carol is late almost everyday and frequently makes excuses to leave early. Sissy frequently has to make corrections on Carol's work and finds herself covering for her when she slips out early. Sissy had just discovered that Carol is earning the same hourly wage that she is after three years. Sissy feels that this is unfair.

3. According to this story, which sentence is a **FACT**?

- a. Sissy is a good typist.
- b. Sissy is being treated unfairly.
- c. Sissy should make more money than Carol.
- d. Sissy had worked as a secretary at this business for three years.

4. According to this story, which sentence is an **OPINION**?

- a. Sissy is an excellent clerk and typist.
- b. Carol is earning the same wage as Sissy.
- c. Sissy frequently corrects Carol's work.
- d. Carol was hired to work with Sissy.

Smog is the name given to fogs composed of dust, smoke, gasoline vapors, and other fumes that collect over some cities and industrial areas. The fogs occur when a stationary air mass keeps the fumes from blowing away. Some smogs contain harmful chemical substances that can cause death or illness. Environmentalists say that almost every city has a serious smog problem.

5. According to this story, which sentence is an **OPINION**?

- a. Smog is fog made up of smoke, dust, gasoline vapors, and other fumes.
- b. Every city has a serious smog problem.
- c. Fogs occur when fumes in the air are kept from blowing away.
- d. Some smogs contain harmful chemicals that can cause death or serious illness.

READING STANDARD I-20 – EVALUATION II
DISTINGUISH BETWEEN FACTS AND OPINIONS

DIRECTIONS: Read the following paragraph. Number your paper 1 to 5. Write F if the statement is a fact and O if the statement is an opinion.

1) Americans will elect a President in 1980. (2) Every person of age should vote. (3) Those who don't are fools. (4) In some states eighteen - year - olds can vote. (5) Every eighteen - year - old should have that right.

READING STANDARD I-20 – EVALUATION III
DISTINGUISH BETWEEN FACTS AND OPINIONS

DIRECTIONS: Study the following sentences carefully. Number your paper from 1 to 10 and write F for statement of fact or O for statement of opinion.

1. Every student should have a part-time job.
2. Russian dentists are smarter than American dentists.
3. Russian dentists use stainless steel for filling teeth.
4. Children learn many valuable lessons from games.
5. Sue is 5 feet 2 inches tall, weighs 100 pounds, has blond hair, brown eyes, and a southern accent.
6. Sue is cute.
7. Our rent is high.
8. Our six room furnished apartment rents for \$190 a month.
9. Jim wasted his money on a sleazy flannel jacket.
10. You should take a serious interest in student government.

READING STANDARD I-20 – EVALUATION IV
DISTINGUISH BETWEEN FACTS AND OPINIONS

DIRECTIONS: Read each story and write the letter of the correct answer on your own paper.

1. Youth surveys taken in the United States, Great Britain, and West Germany reveal that teenagers are turned-off by politics. In this country the Gallup Youth Poll indicated that fewer than one third interviewed could identify their local congressman or woman - - only 52% knew the name of the vice-president. Only 63% of those polled could name their state governor.

According to this story, which sentence is a FACT?

- a. In this country only 52% of the youth polled knew the name of the President.
 - b. The Gallup Youth Survey in West Germany indicated only 63% of the youth could name their governor.
 - c. According to a youth survey, teenagers in the United States, Great Britain, and West Germany are being turned-off by politics.
 - d. In Great Britain less than one third of the youth polled could identify their local congressman or woman.
2. According to Gloria, Christmas without cookies is as sad as Christmas without a tree. In her home the holidays wouldn't be complete without Santa Claus cookies, gingerbread men, and jar upon jar of decorated cookies. This year, with the help of her mother and sisters, the total bake-off was 1,425 cookies - - - seventeen different kinds.

According to this story, which sentence is a FACT?

- a. According to Gloria, an assortment of cookies is not necessary for Christmas.
 - b. This year Gloria baked 1,425 cookies with no other assistance.
 - c. Gloria baked seventeen different kinds of cookies with assistance.
 - d. Christmas without cookies is as sad as Christmas without a tree.
3. Many Americans are now being returned from Mexican jails. These are not returning war heroes. Most of them were convicted of drug-related crimes. Each was arrested, tried, and sentenced under Mexican drug laws. Most people think drug pushers and smugglers are scum and should not be greeted by banner-waving crowds.

According to this story, which sentence is an OPINION?

- a. Drug pushers and smugglers are scum and should not be greeted by banner-waving crowds.
- b. Each was tried and convicted under Mexican drug laws.
- c. Most of them were convicted of a drug-related crime.
- d. Those that are being released to return are not returning as war heroes.

READING STANDARD I-20 – EVALUATION IV
DISTINGUISH BETWEEN FACTS AND OPINIONS

(continued)

4. The Friendly Auto Insurance Company specializes in getting low cost auto insurance for drivers that other companies reject. These drivers include not only people with tickets and accidents but also single male drivers, students, senior drivers, and drivers of sport cars. The owner of the company feels that tickets and accidents are not bad words. He says, "We won't cancel you for getting a speeding ticket or having an accident."

According to this story, which sentence is an OPINION?

- a. This company will insure low cost owners.
 - b. This company sells auto insurance.
 - c. Tickets and accidents are not bad words.
 - d. Senior citizen drivers can get insurance from this company.
5. Juan became famous because of his Flamenco guitar style. Everyday he had a radio show to broadcast. On some days he just didn't feel like playing. Then he thought about his tape recorder. Juan recorded his show and played the tape over the air. He felt no one knew the difference.

According to this story, which sentence is an OPINION?

- a. Juan became famous because of his guitar style.
- b. He broadcast a radio show everyday.
- c. When he taped his show, no one knew the difference.
- d. Today everyone owns a tape recorder.

EVALUATION ANSWER KEY

I-20 – Reading Standard

Evaluation I

1) c 2) b 3) d 4) a 5) b

Evaluation II

1) F 2) O 3) O 4) F 5) O

Evaluation III

1) O 2) O 3) F 4) O 5) F
6) O 7) O 8) F 9) O 10) O

Evaluation IV

1) c 2) c 3) a 4) c 5) c

I-21: Identify an unstated opinion.

READING STANDARD I-21 – PREPARATORY SHEET 1
IDENTIFY AN UNSTATED OPINION

EXPLANATION:

In order to accurately recognize an "unstated opinion," one should examine the characteristics of the following terms.

1. **Fact:** A statement that can be *proved*.

Example: A stop sign has 8 sides.

2. **Opinion:** An expression of *personal* views or ideas about something. In reading articles, etc., watch for clue words that *signal* opinion statements; i.e., "I believe," "We feel." Remember, an opinion can't really be checked. Even if you or other people *agree* with an opinion, it is still an opinion. This doesn't mean that you shouldn't have opinions, but in speaking, or in reading, it's best to be able to see the difference.

Example: Everyone loves to eat at McDonald's.

3. **Inference:** This is often referred to as "reading between the lines." The reader recognizes ideas that are implied or suggested rather than expressed directly. These "clues" help you answer questions that are not answered directly.

Example: He's a motormouth. From this statement would you infer that He's a good conversationalist, or does he talk too much?

4. **Judgments and Conclusions:** A statement of belief based on factual knowledge.

Example: Since yesterday was Sunday and tomorrow is Tuesday, today must be Monday.

5. **Relevant and Irrelevant Facts:** A relevant fact is a certain fact that *needs* to be known in order to solve a problem or to make a decision. An irrelevant fact is one which is not relevant, not needed or necessary in order to solve the problem.

Example: Sue missed the bus after school. Taxi fare home would be \$1.50. She only had \$1.00. She had never had this happen before. Relevant ideas: She'd missed the bus; taxi fare was \$1.50; she only had \$1.00.

6. **Unstated opinion:** This calls for great reading skill involving all of the aforementioned items. The reader must carefully evaluate all clues. In addition the reader must be able to detect the unstated opinion of a speaker. This involves the careful examination of the facts and opinions stated.

READING STANDARD I-21 – ACTIVITY 1
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. The number of typhoons and hurricanes this year in the Pacific and Atlantic has been far less than expected. The director of the National Hurricane Center in Miami feels that the reason is probably related to some kind of weather pattern circulating around the globe. He says that hurricanes have a function as they remove large amounts of excess heat that build up in the summertime. But if some sort of global circulation is removing this heat, then the hurricane does not form.

Which statement best tells the unstated opinion of the writer?

- a. There is no way in the world to predict the frequency of hurricanes next year.
 - b. The number of typhoons and hurricanes this year were less than expected.
 - c. The function of typhoons and hurricanes is to remove large amounts of excess heat from the earth.
 - d. The hurricane director suggested that weather patterns circulating around the globe caused less hurricanes than usual this year.
2. A Florida Supreme Court ruled that counties cannot deny qualified persons the right to carry a concealed weapon. One Florida city used to deny all gun permits, but now will only restrict them. Persons who want a permit to carry any concealed weapon must be 18 or older. They must be of good moral character. They must be mentally competent. They must not be a convicted felon or a drug addict. The applicant must also show a good reason for needing a permit.

Which statement best tells the unstated opinion of the writer?

- a. Drug addicts cannot qualify for a gun permit.
 - b. The State does not trust the judgment of people under 18 years of age.
 - c. County governments are not allowed to deny a gun permit to a qualified person.
 - d. You must have a permit to legally carry a concealed weapon.
3. Travelers who cross the time zones by airflights east or west often find themselves tired, nervous, and sleepy. As a result of the disturbance to human beings' built-in biological clock, jet travelers complain of being exhausted for days. The human body doesn't seem able to make an immediate adjustment of the new time schedule and scientists have no solution yet.

According to this story, which sentence is an unstated opinion?

- a. Travelers who cross the time zones on overseas' flights find themselves tired, nervous, and sleepy.
- b. Travelers complain of being exhausted for days.
- c. The human body doesn't seem able to make an immediate adjustment to the new time schedule.
- d. At the moment, the best answer to the time zone problem is a few days time in which to adjust.

READING STANDARD I-21 – ACTIVITY 1
IDENTIFY AN UNSTATED OPINION

(Cont.)

4. A study of 300 housewives in six major cities found that 90% of the housewives believe their position in life is a low one. Fifty percent do not believe their position is likely to improve. Most of these women said they believe the government should open low cost childcare centers for those who need them. About 80% of the women said they would encourage their daughters to look for careers in addition to homemaking.

According to this story, which sentence is an unstated opinion?

- a. More women would work if the government would open low cost childcare centers.
 - b. Many women will encourage their daughters to have a career along with their homemaking.
 - c. Most housewives in large cities believe that their position in life is low.
 - d. Three hundred housewives took part in the study.
5. Jesse excitedly told his mother that Terry was putting together his own rock group. He tried to convince her that it was a terrific opportunity to make something of himself. Of course, he would need a new electric guitar but he would be able to repay her in no time.

Which sentence best tells the unstated opinion of the speaker?

- a. Jesse wanted to join Terry's rock group.
- b. You can make money in a rock group.
- c. A new guitar is not expensive.
- d. Rock groups are not successful.

READING STANDARD I-21 – ACTIVITY 2
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read the following pairs of paragraphs. Each discusses the same topic. Think about what is being said in each. Then write A for paragraph A, B for paragraph B, in order to answer the questions. Some questions may have more than one letter. Answer on your own paper.

- | | |
|--|---|
| <p>A. Juan is the new kid down the street. He was hanging out on his front steps when a bunch of us guys walked by. As soon as he saw us, he dashed inside. He won't talk to us when we sit with him at lunch.</p> | <p>B. Juan, the new kid down the street is really shy. He was sitting on his front steps as some of us guys walked by. He doesn't talk or fool around much at lunch so I know he's shy. He's so shy that he went inside before we got to his house.</p> |
|--|---|

1. ____ Which description of Juan makes you think that the writer doesn't like him?
2. ____ Which description makes you feel Juan is uncomfortable with the kids in his new neighborhood?
3. ____ Which description makes you feel that the writer understands Juan's feelings?

- | | |
|---|---|
| <p>A. The 16 year old girl was accused of stealing a \$25 camera from the department store. Her parents had always neglected her. So, she had never learned right from wrong. The police will not punish her.</p> | <p>B. The 16 year old girl was accused of stealing a \$25 camera from the department store. She has always been a troublemaker who tried to see what she could get away with. If she could take something she would. It's a good thing she was caught in the act.</p> |
|---|---|

4. ____ Which description makes you feel sorry for the girl?
5. ____ Which description makes you think the girl is basically dishonest?

READING STANDARD I-21 – ACTIVITY 3
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. A girl writes that her boyfriend spends too much time with his car. He washes it, waxes it, and takes pictures of it. She's starting to think he likes his car more than he likes her. When she tells him this, he thinks she's being silly.

Which sentence best tells the unstated opinion of the writer?

- a. Her boyfriend is perfect.
- b. Her boyfriend really has a neat car.
- c. Her boyfriend should pay more attention to her.
- d. Her boyfriend is not mechanical.

2. Janice told her teacher that she has a friend who always talks about other students behind their back. She just enjoys "cuttin up" others at school. Janice also feels that many other students at school are unkind to each other and will do anything to hurt another person. Janice would like to see something done to change these attitudes.

Which sentence best tells the unstated opinion of the speaker?

- a. Students are all good natured.
- b. Students try to build each other up.
- c. Students should be kinder to one another.
- d. Sarcasm is an art.

3. Erik called Lisa to cancel their date for the basketball game and she quickly said, "You tell me Thursday afternoon that you can't take me to Friday's game. Then I'll just go with someone else to the dance Saturday night."

Which sentence best tells the unstated opinion of the speaker?

- a. Erik is not considerate.
- b. Erik is a good dancer.
- c. Erik is a wonderful date.
- d. Erik is six feet tall.

4. According to a reliable research group, just because Rio Demondez is an expert at baseball doesn't mean that he's an authority on other subjects. It's common practice, specially in advertising, to make us think that way. The baseball player is no more an expert on coffeemakers than anyone else who uses one.

Which sentence best tells the unstated opinion of the speaker?

- a. Baseball players know their coffee.
- b. Baseball players are expert coffee drinkers.
- c. Experts on baseball may not be experts on coffeemakers.
- d. An authority on baseball knows mechanics.

5. Mrs. Johnson told her nutrition class that teenagers make three mistakes in their eating habits. They snack too much on cake, coke, cookies; they do too much spur-of-the-moment eating on the run; and they lack iron in their diet. She urged them to upgrade their diet and enjoy the happy lift nutritional foods would give.

Which sentence best tells the unstated opinion of the speaker?

- a. Junk foods have a place in diets.
- b. Good food makes you feel happy.
- c. You should eat in a hurry.
- d. A lot of calories are good for growing children.

READING STANDARD I-21 – ACTIVITY 4
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read the following selections carefully. What is the author's unstated opinion in each. Answer on your own paper.

1. A crowd of very unruly teenagers were gathered around the front of Mrs. Hall's classroom. Evidently they were angry with her because she gave a "pop" quiz for which they were unprepared. Although Mrs. Hall appeared to remain calm, they were shouting names at her and asking questions in loud voices.
2. A group of students from Mrs. Hall's class were upset today. They were given a "pop" quiz for which they were unprepared. They went to her classroom after school to discuss it with her. After a ten minute discussion, in which a few of the students became a little angry, Mrs. Hall agreed to count only those scoring 75% or better and said she would give another test on the same subject tomorrow for those who were unprepared.
3. Mrs. Hall set a fine example for all teachers in the way she handled a group of angry students today. They had come to her room to protest a "pop" quiz for which most of them were unprepared. After listening calmly to their complaints and asking a few questions, she decided to give another test at a later time so that the students could prepare for it.

ACTIVITY

ANSWER

KEY

1-21 - Reading Standard

Activity 1

- 1) d 2) c 3) d 4) c 5) b

Activity 2

- 1) a 2) a & b 3) b 4) a 5) b

Activity 3

- 1) c 2) c 3) a 4) c 5) b

Activity 4

- 1) Mrs. Hall's students acted rudely and immaturely over a pop quiz.
- 2) Both Mrs. Hall and her students solved the disagreement calmly and democratically.
- 3) Mrs. Hall is a very kind and understanding teacher.

READING STANDARD I-21 – EVALUATION I
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. The counselor spoke to the group at the Career Day assembly. Part of his talk was about post-high school education or training. He stated that many students fail to look far enough ahead when deciding whether or not to attend college. He said that many choose vocational fields because of the initial high salaries. He cautioned the group to consider their long range plans before making a decision on whether to attend a vocational or academic institution.

Which sentence best tells the unstated opinion of the speaker?

- a. The counselor feels that students should consider the higher salaries in many vocational fields.
- b. The counselor feels that a college education is no longer necessary.
- c. The counselor feels that post-high school training is an unnecessary expense.
- d. The counselor feels that a college education is still desirable.

2. The teacher was talking to her second grade class. She stated that several books were missing from the classroom library. She explained that these books were favorites of many children in the class. If the books weren't returned, no one would be able to enjoy them. The teacher asked that anyone knowing about the disappearance of the books talk to her at recess.

Which sentence best tells the unstated opinion of the speaker?

- a. The teacher believes that the classroom was burglarized.
- b. The teacher feels that someone in the class knows the whereabouts of the missing books.
- c. The teacher feels that there are enough books in the room and the few lost books are unimportant.
- d. The teacher believes that thieves should be severely punished.

3. Mrs. Calloway was waiting when her daughter came home from school. A five dollar bill lay in the middle of the table. As soon as Sheila walked in the door, Mrs. Calloway instructed her to sit down. Mrs. Calloway pointed at the five dollar bill and began talking about the importance of honesty. She then began questioning Sheila about the money she had found in her top drawer. Mrs. Calloway said that she had some money missing from her purse and that she had previously thought that she had lost it.

Which statement best tells the unstated opinion of the speaker?

- a. Mrs. Calloway thinks Sheila found the money.
- b. Mrs. Calloway thinks that she lost her money.
- c. Mrs. Calloway thinks that Sheila has been taking money from her purse.
- d. Mrs. Calloway thinks that Sheila has a secret job.

READING STANDARD I-21 – EVALUATION I
IDENTIFY AN UNSTATED OPINION

(Cont.)

4. The instructor spoke to the class about study habits. He talked about the importance of organization in relation to time and materials. He explained that many students spend a great deal of time studying but really don't accomplish very much. This is due to the fact that many students don't know how to organize their materials and structure their study time.

Which sentence best tells the unstated opinion?

- a. Many students could probably spend less time studying if they studied more effectively.
 - b. The instructor believes that studying is mostly a waste of time.
 - c. The instructor believes that students should study more.
 - d. The instructor believes that organization is not very important.
5. The representative from the airline industry spoke to the group of high school seniors. He talked about the advantages of an airline career for young men and women. He discussed the salaries for various airline jobs and compared them with similar positions in other industries. He also told of the many fringe benefits of the industry and described some of the places he had traveled.

Which sentence best tells the unstated opinion of the speaker?

- a. The representative feels people in airline industry jobs should be young.
- b. The representative believes that airline salaries should be increased.
- c. The representative believes that more people should fly.
- d. The representative feels that the airlines offer great career opportunities for young men and women.

READING STANDARD I-21 – EVALUATION II
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. One afternoon Juanita came in from school and called, "Mom, I want to talk to you. I'm really wasting my time in school. They don't have the courses I want to take, and besides lots of girls are quitting and getting jobs. The jobs pay real good money."

Which sentence best tells the unstated opinion of the speaker?

- a. Girls are quitting school.
- b. Quitting school is a good idea.
- c. Learning is important in the job world.
- d. Courses are available for making money.

2. The politician was at a political rally in a small town. He said that government must not continue taking hard earned money from the man who always gave a full day's work to give welfare to bums, idlers and other lazy people. He said to vote for him and he'd see about a change.

What sentence best tells the unstated opinion of the speaker?

- a. He is in favor of the working man.
- b. He is in favor of people on welfare.
- c. He believes that government is doing its best.
- d. He believes in using money from workers for welfare.

3. Sarah Lucas teaches ballet. She has been teaching for 12 years. She plans her recitals for June and her students sparkle. Sarah feels that dance can be an important outlet for creative expression. She encourages children as well as adults to take dance.

Which sentence best tells the unstated opinion of the subject of the paragraph?

- a. Sarah has been teaching for 12 years.
- b. Sarah feels dancing is more important than painting.
- c. Dancing is good for all ages.
- d. Sarah believes her students need to practice more.

4. The teacher was talking to the class about putting materials in a certain place and in a certain order. She explained that this was showing consideration for others who would be using the same material. She told the class that so much work time would be lost if the materials were not organized.

Which sentence best tells the unstated opinion of the speaker?

- a. The teacher believes the class is not considerate.
- b. The teacher believes putting things in order saves time.
- c. The teacher believes the class is considerate of others.
- d. The teacher believes the class has not been putting materials away.

5. A theatrical agent got a phone call. "Hello, I want you to get me some jobs on the stage. I can sing. I can tap dance. I can tell jokes in four languages. I can play the violin, a guitar, and a piano. I will be a good investment for you."

Which sentence best tells the unstated opinion of the speaker?

- a. He hates agents.
- b. He has a good act.
- c. He does not like radio.
- d. Speaking in four languages is a disadvantage.

READING STANDARD I-21 – EVALUATION III
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. The psychologist spoke about discipline to the group of young parents. He gave several examples in which the parent handled a problem differently according to how he or she felt at the time. One parent on many occasions gave in to her child's begging for snacks between meals and then became angry and spanked the child on one occasion because she was having a particularly frustrating day. The psychologist emphasized repeatedly that it is important for the parent to react to a situation in basically the same way each time, and not to give in because it might be easier at the moment.

Which sentence best tells the unstated opinion of the speaker?

- a. The psychologist believes that children need to be spanked.
 - b. The psychologist believes that children should not snack between meals.
 - c. The psychologist believes that parents must be consistent in their discipline.
 - d. The psychologist believes it is difficult to discipline children.
2. Mr. Howard spoke to the Boy Scouts about beach beautification. He discussed the pollution problems facing south Florida's beach communities and showed slides of damage to beaches in other parts of the country. He stated that while it was true that much pollution can be attributed to industries, individuals also contribute greatly to the problem. Trash, broken glass and aluminum cans clutter many local beaches. He commented that efforts should be concentrated initially on problems such as these which can be more easily corrected.

Which sentence best tells the unstated opinion of the speaker?

- a. Mr. Howard feels beach beautification is a waste of time.
 - b. Mr. Howard believes that the Boy Scouts and other groups can help fight pollution by beach clean-up projects.
 - c. Mr. Howard believes that the industries should take care of the pollution problem.
 - d. Mr. Howard believes that the worst pollution is discarded aluminum cans.
3. The principal spoke to the Parent Group. He talked about the influences of the home upon the achievement of the student in school. He stated that most of the high achieving students came from families who were actively involved in the school. He explained that many students seemed to be performing below what test scores indicated they should. He was concerned about this problem and wanted suggestions from the Parent Group.

Which sentences best tells the unstated opinion of the speaker?

- a. The principal feels that increased parent involvement raises the performance level of the weaker students.
- b. The principal believes that parents should let the teachers do the educating.
- c. The principal feels that some parents push their children too hard.
- d. The principal feels that the parents are to blame for the student's poor attitude toward school.

READING STANDARD I-21 – EVALUATION III
IDENTIFY AN UNSTATED OPINION

(Cont.)

4. The woman spoke to the Women's Club about dried flower arranging. She discussed the basics of color, design and balance. She stated that dried flowers had become very expensive. She encouraged the women to dry flowers from their summer gardens for later use.

Which sentence tells the unstated opinion of the speaker?

- a. The woman believes that dried flower arranging is too expensive.
 - b. The woman feels that dried flower arrangements are better purchased than made by an amateur.
 - c. The woman feels that the women can save money by drying their own flowers.
 - d. The woman believes that dried flower arrangements are easy for anyone to make.
5. President Carter spoke to the nation in a televised fireside chat. He talked about families having difficulties paying their fuel bills this winter. He encouraged people to turn down their thermostats and wear warmer clothing instead. He gave other suggestions to cut fuel consumption. He stated that our energy reserves are dangerously low and the American people can help by conserving energy at home and work.

Which sentence best tells the unstated opinion of the speaker?

- a. The President believes that everyone is freezing.
- b. The President feels that there are many ways the American people can help conserve energy and at the same time cut personal costs.
- c. The President feels families should spend more on fuel.
- d. The President believes that we have limitless fuel reserves at this time.

READING STANDARD I-21 – EVALUATION IV
IDENTIFY AN UNSTATED OPINION

DIRECTIONS: Read each paragraph and write the letter of the correct answer on your own paper.

1. Europe is a wonderful place to visit. Everything is so old and historical. The buildings are hundreds of years old and are beautiful. Castles, churches, palaces, and gardens are works of art and were planned so long ago.

Which sentence best tells the unstated opinion of the speaker?

- a. Europe is too old.
- b. Europe needs to be modernized.
- c. Europe is not worth seeing.
- d. Old historical things are beautiful.

2. My neighbors who rent the house next door really disturb the peace. They play the stereo so loud it hurts my eardrums. They yell at each other and can be heard all over town. They turn their TV on so loud I can hear it in my living room.

Which sentence best tells the unstated opinion of the speaker?

- a. Neighbors are fun.
- b. Neighbors are helpful
- c. Neighbors are unpleasant.
- d. Neighbors have TV.

3. I'm just an average middle-class American taxpayer who is getting sick and tired of listening to the bleeding hearts who want to spend our money on foreigners, hippie bums, and ridiculous projects they think up as they sit around and drink coffee. I'm not the only taxpayer that's outraged. There are millions like me.

Which sentence best tells the unstated opinion of the speaker?

- a. Tax money is not spent wisely.
- b. Foreigners should be helped.
- c. Tax money is spent wisely.
- d. Most Americans favor helping those who refuse to work.

READING STANDARD I-21 – EVALUATION IV
IDENTIFY AN UNSTATED OPINION

(Cont.)

4. The voice came over the loud speaker, "There has been much discussion recently concerning the use of corporal punishment, better known as spanking, in our schools. It is time the decent, honest, and sincere students be given some relief from the troublemakers who are disrupting our entire way of life as well as our educational system. Schools all over the nation have returned to this most effective way of maintaining law and order."

Which sentence best tells the belief of the speaker?

- a. Spanking is wrong.
 - b. Troublemakers will always be present.
 - c. Education solves all problems.
 - d. Corporal punishment is needed to have good discipline in school.
5. Margaret Ronan's review of the movie, *Family Plot*, said that Alfred Hitchcock was back in business. He was causing extra wear and tear on the edges of theater seats everywhere. There are laughs, chills and surprise twists and turns.

Which sentence best tells the unstated opinion of the speaker?

- a. Down on Hitchcock, who ruins furniture!
- b. There now! Hitchcock failed again.
- c. Hooray for Hitchcock, who makes being scared fun!
- d. Hitchcock is a complete failure.

EVALUATION ANSWER KEY

I-21 – Reading Standard

Evaluation I

1) d 2) b 3) c 4) a 5) d

Evaluation II

1) b 2) a 3) c 4) b 5) b

Evaluation III

1) c 2) b 3) a 4) c 5) b

Evaluation IV

1) d 2) c 3) a 4) d 5) c

J-22: Identify an irrelevant statement in a selection.

READING STANDARD J-22— PREPARATORY SHEET 1
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

EXPLANATION:

In order to make a decision or solve a problem, certain facts must be known. In addition to the necessary information, some statements may be presented that are irrelevant, or not to the point. One must be able to recognize and disregard information that is not necessary to reach the decision or to solve the problem.

An irrelevant statement is one that does not support the main idea of a selection. The ability to determine the main idea is a prerequisite for finding statements which are irrelevant.

READING STANDARD J-22— ACTIVITY SHEET 1
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

EXPLANATION:

The object of this portion of the lesson is to find the one word in each of the following groups that is irrelevant (that doesn't belong). Write the letter of the correct answer on your own paper.

Example: a) pen, b) textbook, c) paper, d) desk, e) cactus

Answer: e. cactus is the word that is irrelevant, because all the other words have something to do with school.

DIRECTIONS: Now see what you can do with the following lists. Find the word in each group that is irrelevant. Write the letter of the correct answer on your own paper.

1. a) motor, b) starter, c) tires, d) umbrella, e) brakes
2. a) fishing rod, b) rifle, c) eraser, d) arrow, e) knife
3. a) book, b) dress, c) shoe, d) shirt, e) tie
4. a) fish, b) wool, c) chicken, d) beef, e) turkey
5. a) swimming, b) fishing, c) hiking, d) reading, e) water skiing
6. a) t.v., b) radio, c) key, d) newspaper, e) poster
7. a) doll house, b) paper dolls, c) jacks, d) doll, e) boxing gloves
8. a) coffee, b) bread, c) coke, d) tea, e) beer
9. a) ring, b) watch, c) necklace, d) dress, e) bracelet
10. a) friend, b) president, c) emperor, d) king, e) queen

READING STANDARD J-22— ACTIVITY SHEET 2
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

EXPLANATION:

The object of this portion of the lesson is to find the one phrase that doesn't fit (irrelevant) with the others.

Example: a) combing your hair
 b) washing your face
 c) talking on the phone
 d) putting on your clothes

Answer: The answer would be c) talking on the phone. All the other phrases describe what you do to yourself to get ready for the day.

DIRECTIONS: Choose the phrase which is irrelevant to the other phrases. Mark the letter of the correct answer on your own paper.

- | | |
|--|---|
| 1. a) putting out the cat
b) locking the doors
c) eating your breakfast
d) setting your alarm clock | 6. a) living on a farm
b) riding the train
c) getting the cows milked
d) harvesting the crop |
| 2. a) getting your paint brushes
b) mixing the paints
c) setting up the canvas
d) doing the laundry | 7. a) saluting the lieutenant
b) speaking to the sergeant
c) greeting the principal
d) obeying the mayor |
| 3. a) cooking over a campfire
b) roasting marshmallows
c) barbecuing hot dogs on a stick
d) baking cookies | 8. a) sitting on a cactus
b) smelling a rose
c) pulling the petals on a daisy
d) admiring the violets |
| 4. a) watching a diving champion
b) playing on the football team
c) being a cheer leader
d) the band at half-time | 9. a) enjoying t.v.
b) fighting with your brother
c) reading a good book
d) talking to a close friend |
| 5. a) boarding a train
b) packing a suitcase
c) eating in new places
d) watching t.v. | 10. a) laughing at the bump
b) listening to the radio
c) enjoying the hustle
d) admiring the jitterbug |

READING STANDARD J-22— ACTIVITY SHEET 3
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

EXPLANATION:

The point of this activity is to recognize the one sentence that is irrelevant in each of the following paragraphs.

- Example:**
- a) Each year Grammy awards are given to people in the recording industry.
 - b) Oscars are given to people in the movie industry.
 - c) Emmys are given to people in the television industry.
 - d) There is always a lot of competition for these awards.
 - e) I just love to go to the movies.

Answer: e) I just love to go to the movies is the sentence that is *not* important in this paragraph, because it says something about feelings and not about the awards, which is what the paragraph is about.

DIRECTIONS: Choose the sentence that is irrelevant in each of the following paragraphs. Write the letter of the correct answer on your own paper.

1.
 - a) Many people have the ability to be an actor.
 - b) I have a friend who would like to be an actress.
 - c) You don't have to be good looking to be an actor.
 - d) Your voice doesn't have to sound pleasant.
 - e) The important thing is to present a character that an audience can believe in.
2.
 - a) When Minnie Ripperton sings very high notes it's hard to believe your ears.
 - b) You wonder how anyone can sing that high and clearly.
 - c) That's not the only amazing thing about her voice.
 - d) She can sing 40 different notes perfectly.
 - e) There are many good singing groups around.
3.
 - a) Mark Twain's sister had three husbands.
 - b) At the end of the last century the best known American writer was Mark Twain.
 - c) "Mark Twain" was the pen name of Samuel Clemens.
 - d) Many of Clemens's stories take place in small towns.
 - e) The reason so many people read his stories is that he wrote about every day kinds of people.
4.
 - a) We had been traveling west by stagecoach for several days.
 - b) One morning the coach broke down, so we would be delayed for 5 or 6 hours.
 - c) We took horses and joined a group who were going on a buffalo hunt.
 - d) Indians hunt buffalo.
5.
 - a) My first date was a milestone in my life.
 - b) It is for most girls.
 - c) Graduation from 8th grade was another milestone.
 - d) I went to the junior-senior prom.
 - e) It was a very exciting moment in my life.

READING STANDARD J-22— ACTIVITY SHEET 4
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

DIRECTIONS: Imagine that you are going to write a story about friendship. Look at the following sentences to determine which ones are relevant to the main idea of friendship. Number your paper 1 to 10 and mark R for relevant and I for irrelevant.

1. Friendship is a special thing.
2. We usually tell our friends about how we feel.
3. We share secrets with our friends.
4. My friend's family went to the mountains for vacation.
5. Going places is more fun when you go with a friend.
6. Friends are usually people who like you just the way you are.
7. My sister is learning to drive.
8. To have friends, you need to be a friend.
9. Cooking is my friend's favorite hobby.
10. Almost everyone needs at least one close friend.

ACTIVITY

ANSWER

KEY

J-22 – Reading Standard

Activity 1

- | | | | | |
|------|------|------|------|-------|
| 1) d | 2) c | 3) a | 4) b | 5) d |
| 6) c | 7) e | 8) b | 9) d | 10) a |

Activity 2

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) d | 3) d | 4) a | 5) d |
| 6) b | 7) c | 8) a | 9) b | 10) b |

Activity 3

- | | | | | |
|------|------|------|------|------|
| 1) b | 2) e | 3) a | 4) d | 5) c |
|------|------|------|------|------|

Activity 4

- | | | | | |
|------|------|------|------|-------|
| 1) R | 2) R | 3) R | 4) I | 5) R |
| 6) R | 7) I | 8) R | 9) I | 10) R |

READING STANDARD J-22—EVALUATION I
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

DIRECTIONS: Mr. Thomas Smith wants a job. He is writing his own classified ad for the newspaper. Following are some facts about him and the job he wants. Divide your paper into two columns. Head one column irrelevant and the other relevant. Write the numbers of the sentence under the appropriate column.

1. Mr. Smith wants to do odd jobs for people.
2. His wife is no longer living.
3. He charges reasonable rates.
4. Mr. Smith has three dogs.
5. He has a pick-up truck.
6. His house is located near a church.
7. His telephone number is 586-9485.
8. He is willing to work anytime.
9. Mr. Smith is a nice man.
10. He has references from previous jobs.

READING STANDARD J-22— EVALUATION II
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

DIRECTIONS: Number your paper 1 to 5 and mark the letter of the sentence which is irrelevant to the story.

1. Denise heard that a famous guitarist would be doing a one night performance at the local city auditorium. The tickets would be expensive for her, but she really wanted to hear him in person. Many guitars are finely made and cost a great deal of money. Denise was early enough to get tickets in the center front row of the auditorium.

Which sentence is irrelevant to the story?

- a. A famous guitarist was making a one night performance.
 - b. The tickets would be expensive.
 - c. Denise got tickets in the center front row of the auditorium.
 - d. Many guitars are finely made and cost a great deal of money.
2. Probably the most widely used of all good luck symbols was the scarab—an image of a small beetle. Ancient Egyptians would fashion the beetles of gold, clay, or any attractive stone. Scarabs were set in rings, neck ornaments, furniture, and even figured in the burial customs of ancient Egypt. The Egyptians considered them as important to the dead as to the living.

Which statement is irrelevant to the story?

- a. A widely used good luck symbol is the scarab.
 - b. Scarabs are images of a small beetle.
 - c. Scarabs were as important to the dead as to the living.
 - d. Ancient Egyptians believed in an afterlife.
3. There are four poisonous snakes in the United States that people should be cautious of. The Rattlesnake, water moccasin, copperhead, and coral snake are all deadly. Alligators frighten people also. The largest and most dangerous poisonous snake is the diamondback rattlesnake.

Which statement is irrelevant to the story?

- a. There are four poisonous snakes in the United States that people should be cautious of.
- b. The rattlesnake, water moccasin, copperhead, and coral snake are all deadly.
- c. Alligators frighten people also.
- d. The largest and most dangerous poisonous snake is the diamondback rattlesnake.

READING STANDARD J-22— EVALUATION II
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

(Cont.)

4. The old sport of ballooning has become increasingly popular lately. Ballooning is either sitting or standing in a small basket while a giant balloon carries you thousands of miles. People like ballooning because it is completely quiet and there is a feeling of freedom. The sport of basketball originated in the United States.

Which sentence is irrelevant to the story.

- a. The old sport of ballooning has become increasingly popular lately.
 - b. Ballooning is either sitting or standing in a small basket while a giant balloon carries you thousands of miles.
 - c. People like ballooning because it is completely quiet and there is a feeling of freedom.
 - d. The sport of basketball originated in the United States.
5. If you're an average viewer, you watch television along with millions of other people in the world. In fact, the average television viewer spends about two thousand hours each year in front of a television set. Your view of yourself and of the world changes as television brings the world into your home. Daily newspapers highlight the world's current events for its readers.

Which statement is irrelevant to the story?

- a. If you're an average viewer, you watch television along with millions of other people in the world.
- b. Your view of yourself and of the world changes as television brings the world into your home.
- c. Daily newspapers highlight the world's current events for its readers.
- d. In fact, the average television viewer spends about two thousand hours each year in front of a television set.

READING STANDARD J-22— EVALUATION III
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

DIRECTIONS: Number your paper 1 to 5. Read the following paragraphs and write the sentence which is irrelevant to the topic.

1. A device has recently been developed to enable a blind person to detect objects by sound. Many blind people use canes to probe for obstacles; this device uses a beam of sound instead. The blind person wears a transmitter, which sends out the beam, and a receiver, which gives a signal. If there is no obstacle in front, the blind person hears only a steady hum. If the beam of sound hits an obstacle, the hum grows louder. If the obstacle is very near, the hum becomes a screech, warning the blind person to stop or turn aside. Books printed in braille also help blind people to overcome their handicap.
2. A new kind of mountain, the guyot, has been discovered at the bottom of the sea. Professor Harry H. Hess, the discoverer of the guyot, named it after Arnold Guyot, the geologist and geographer. Arnold Guyot was born in Switzerland in 1807 and died in Princeton, New Jersey, in 1884. Guyots have flat tops and gently sloping shoulders, and sometimes stand as high as two or three miles above the ocean floor. Nevertheless, their tops are at least half a mile beneath the surface of the ocean. Professor Hess believes that guyots are over 600,000,000 years old and were originally volcanic mountains.
3. The miners of Panamint faced the problem of how to prevent the silver bullion they shipped out on the stagecoaches from being seized by highwaymen. How, the miners debated, could they stop these holdups? It was impossible to send an army of guards along with each coach. Bill Stewart worked out a cheap, simple answer to the problem. Bill had made his first fortune in the Constock mines. He sent his bullion out in an open wagon attended only by the driver, who carried no weapons of any kind. The plan worked. Thieves disgustedly let the bullion pass. For what could men on horseback do with silver bullion that had been melted and formed into a huge ball so heavy that they could not lift it?
4. The problem of water supplies, a concern all over the world, is related to the problem of food supplies. Millions and millions of acres that could produce crops to feed people and animals lie idle for lack of moisture. Millions of people go to bed hungry every night. Yet millions of gallons of water flow unused to the sea every second. Fast-flowing water deepens and widens riverbeds; slow-flowing water drops silt to fill the channels. The United States spends a billion dollars a year on soil and water projects. Other nations, too, must spend money and energy to bring water to unused land if the problem of growing enough food for their people is to be solved.
5. The United States is the greatest industrial nation in the world because of a combination of factors. The ingenuity and energy of its people are basic assets, and a fortunate closeness of rich natural resources to natural means of transportation is another advantage. Americans are generous and fun-loving. The Lake Superior region provides the nation with an abundance of iron ore and the adjacent Great Lakes enable the ore to be moved by boat to the vicinity of the major coal deposits, which provide the coking coal necessary for making steel.

READING STANDARD J-22— EVALUATION IV
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

DIRECTIONS: Number your paper 1 to 5. Read the following sentences. One of them is irrelevant. Write the letter of the irrelevant sentence on your paper.

1.
 - a. Motocross racing is an exciting and popular sport.
 - b. Both parents and their children can become involved in motocrosses.
 - c. Hondas are usually red.
 - d. Motocross is the number one spectator sport.

2.
 - a. Ballet is a wonderful outlet for creative expression.
 - b. Wearing leotards is comfortable.
 - c. Ballet also provides strenuous exercise for all ages.
 - d. Ballet is gaining wide-spread popularity because of the new "super-stars" of dance.

3.
 - a. John went to the store to buy a candy bar.
 - b. He paid for it and took a big bite.
 - c. John has a little sister named Sandy.
 - d. But instead of sweet, delicious chocolate, John got a surprise.

4.
 - a. It seems that cowboys have always worn hats.
 - b. We see them wearing hats in movies about the "Old West," and we see them wearing hats today.
 - c. The cowboy uses his hat for many things.
 - d. My grandfather wears a hat to church every Sunday.

5.
 - a. The most important thing in getting credit is to show that you are responsible about money.
 - b. My parents have a charge account at Sears.
 - c. I would advise a teenager who wants credit to start a savings account.
 - d. Put money into it regularly.

EVALUATION

ANSWER

KEY

J-22 – Reading Standard

Evaluation I

Relevant: 1, 3, 5, 7, 8, 10
 Irrelevant: 2, 4, 6, 9

Evaluation II

1) d 2) d 3) c 4) d 5) c

Evaluation III

- 1) Books printed in braille also help blind people to overcome their handicap.
- 2) Arnold Guyot was born in Switzerland in 1807 and died in Princeton, New Jersey, in 1884.
- 3) Bill had made his first fortune in the Comstock mines.
- 4) Fast-flowing water deepens and widens riverbeds; slow-moving water drops silt to fill the channels.
- 5) Americans are generous and fun-loving.

Evaluation IV

1) c 2) b 3) c 4) d 5) b

J-23: Identify conclusions which are based upon insufficient evidence.

READING STANDARD J-23 – PREPARATORY SHEET 1
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

EXPLANATION:

This skill requires the student to identify a concluding statement that is **not true** according to the information provided in a reading selection.

“Don’t go jumping to conclusions!” Ask yourself if you can recall situations in which you “jumped to a conclusion” and later found out you were wrong. Do you recall what further information you might have needed before making a judgment about the situation?

These are some examples in which a person might “jump to a conclusion” without sufficient evidence. See if you recognize the problem.

- reading a newspaper ad that something is on sale and assuming that the particular store has the best price.
- assuming that because something costs a lot of money it must be the best quality.
- listening to a part of a conversation and thinking the people are talking about one thing when they are really talking about something else.

READING STANDARD J-23 – ACTIVITY 1
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

DIRECTIONS: Read the selection. Write *yes* on your paper if the selection gives you sufficient evidence to complete the task. Write *no* if there is insufficient evidence.

A. PEANUT BRITTLE

½ cup of water
 2 cups of white sugar
 pinch salt
 3 cups of raw nuts
 1 cup of Karo (white)

Cook the ingredients in an iron skillet until the nuts turn brown. Stir in 2 scant teaspoons of soda and vanilla to flavor. Stir until brown. Cool. Remove the brittle and break up.

1. Task A ____ Make peanut brittle.
2. Task B ____ Prepare a shopping list to make peanut brittle and estimate the cost of ingredients.
3. Task C ____ List all the ingredients needed to make peanut brittle.
4. Task D ____ Determine which is cheaper to make: peanut brittle or chocolate fudge.
5. Task E ____ Convert the recipe to enough peanut brittle for eight people.

B.

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6. Task A ____ List three pages on which you can find information concerning discussions.
7. Task B ____ Plan a week's lessons for your seventh grade class group on developing discussion skills.
8. Task C ____ Outline the selection.
9. Task D ____ Summarize the selection.
10. Task E ____ Decide whether this book presents enough teaching materials on discussions.

READING STANDARD J-23 – ACTIVITY 2**IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE**

DIRECTIONS: Read each selection and write the letter of the correct answer to the questions on your own paper.

1. Juanita looked up longingly from her work. From her bedroom window she could see Martha, Debbie, and Sandy walking and laughing in the neighborhood.

"You can't stop now," she scolded herself. "The fair opens Saturday, which is day after tomorrow. You must have this rock collection ready even if you work most of the night."

According to the story, which sentence is based upon insufficient evidence?

- a. Juanita could see the park from her bedroom window.
- b. The fair will open on Saturday.
- c. Juanita is not a responsible person.
- d. Juanita collects rocks.

2. A typist prepares form letters and addresses envelopes. In large offices some typists need to know how to use a dictaphone.

A stenographer must type, know how to use a dictaphone and must know shorthand well enough to take dictation rapidly. She should know English grammar, spelling and punctuation.

According to the story, which sentence is based upon insufficient evidence?

- a. It is important for a secretary to know how to spell.
- b. A typist should be able to do everything a secretary can do.
- c. A typist prepares form letters.
- d. A secretary should know shorthand.

3. When you buy prepackaged meat at the grocery store, it may not actually weigh a pound. And the government wants you to know accurately how much you are buying. The Agriculture Department has proposed regulations to require labeling of meat and poultry products to show the net weight at the time of purchase. The labels now indicate weight at the time the product left the processing plant. Juices and liquids that drain from some meat and poultry items after packaging are included in that weight.

According to the story, which sentence is based upon insufficient evidence?

- a. The government is regulating meat labeling.
- b. Poultry items lose juice and liquids after packaging.
- c. A pound of bacon actually weighs a pound when you buy it.
- d. New labeling regulations require showing net weight at time of purchase.

READING STANDARD J-23 – ACTIVITY 2
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

(Cont.)

4. Warning: Contents are under pressure. Do not puncture. Do not use near heat or open flame. Exposure to temperature above 130°F may cause bursting. Never throw container into fire or incinerator.

According to the paragraph, which sentence is based upon insufficient evidence?

- a. Fire may result from using near heat or open flame.
- b. Do not put a hole in the container.
- c. This container may burst if heated.
- d. Don't put this container into a fire or an incinerator.

5. Even after the bell rang, the students continued to stand and talk. The teacher, a tall slender woman, entered the room and sat at the desk. She asked the students to be seated and take out their literature books. The students continued to talk. A man walked in and scolded the class.

According to the story, which sentence is based upon insufficient evidence?

- a. The students did not obey the teacher.
- b. A tall slender woman sat at the desk.
- c. The man was the teacher.
- d. The students talked after the bell rang.

READING STANDARD J-23 – ACTIVITY 3**IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE**

DIRECTIONS: Read the following selection. Examine the conclusions which follow the selection. Mark *V* on your paper if the conclusion is valid, supported by evidence. Mark *I* on your paper if the conclusion cannot be supported by evidence. Use your own paper.

THE AUTOMOBILE

The invention of the automobile did not burst suddenly upon the world in any single year. Rather, the manufacture of the automobile was an American development that first made a real impression on the country in 1895. In that year three hundred cars were owned in the United States, although only four had been made in this country. And there were only four passenger cars registered in the United States!

Since those early days, the automobile has been constantly improved and sales have constantly increased. The first cars in the United States were powered by steam, electricity, or gasoline. It may seem strange to you that steam was used more widely than gasoline. In today's cars, the gasoline engine, greatly perfected, is, of course, in common use, and some manufacturers are developing a jet engine for the automobile. You can well imagine that the speed of the first cars was slow. Even after some years, it was not uncommon to see signs posted "Speed Limit -- 15 miles"! Today's high-powered cars develop speeds that must be carefully controlled by both the driver and the law.

Needless to say, the automobile has become closely associated with the American way of life, replacing the horse and carriage or horse and wagon for transportation. Nowadays almost every family strives to own at least one car. Think of the immense gain in sales from the time the first cars were made and sold. In 1938, in the United States alone, the production of cars, trucks and buses totaled over 2½ million. By 1950 that total had grown to over 5 million, which was then about 50% of world production.

1. The automobile industry has made great progress since 1895
2. In 1895 three hundred cars were owned in the United States, but only four were registered. Therefore many car owners broke the law that year.
3. Since some automobile manufacturers are developing a jet engine for cars, we can soon expect to hear about an atomic-powered car.
4. The automobile has had great influence on the American family and on family life.
5. Today's cars can develop speeds much greater than any speed limit on our highways; therefore the government should force the manufacturers to make cars with less power.

READING STANDARD J-23 – ACTIVITY 4**IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE**

DIRECTIONS: Read the selection. Write the letter of the correct answer to the questions on your own paper.

1. In most of our homes today either a radio or television is turned on almost every day. By listening to weather reports we know how to dress and can plan our day's work or play. The news comes on almost as soon as it occurs. They show visits from famous people. America's audiences are entertained by plays, sports, events, movies, and comedians through the media of radio and television. It's hard to imagine life without radio or TV here in America.

According to the story, which conclusion is based upon insufficient evidence?

- a. Radio and TV entertain America's audiences.
- b. Radio and TV have become an important part of American life.
- c. Radios and TVs run by electricity.
- d. Most Americans listen to radio or TV every day.

2. An insurance company in New York has done a study of dangerous jobs. A policeman's job is very dangerous. So is the job of a motorcycle racer or a circus high-wire artist. But Pacific coast lumbermen have an even more dangerous job.

Some jobs that seemed to be dangerous turned out to be pretty safe. Motorcycle stunt riders, for example, are seldom killed on the job. What about being President of the U.S.? Is that a dangerous job? Yes, says the study. Being President may very well be the most dangerous job of all!

According to the story, which conclusion is based upon insufficient evidence?

- a. Lumberman jobs are dangerous
- b. Motorcycle stunt riders have pretty safe jobs.
- c. Policemen's jobs are dangerous.
- d. Jobs can be safe or dangerous.

3. The best adventure Margaret had all week was the afternoon she spent riding Misty, her horse. It made her feel free to ride out across the western prairie. Later she stopped on the rim of a canyon to look out across a land ruled by nature instead of man. Looking down, she saw the carcass of a heifer picked clean by the birds. Even this seemed natural and harmless. She was happy to be alone and completely alive.

According to the story, which conclusion is based upon insufficient evidence?

- a. Riding her horse Misty made Margaret feel free and full of life.
- b. Looking across the land seemed to make Margaret's feeling of happiness stronger.
- c. Margaret really loved riding alone across the prairie.
- d. Margaret was sorry when she saw the carcass of the heifer.

READING STANDARD J-23 – ACTIVITY 4
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

(Cont.)

4. A newspaper can be a convenient shopping guide for home buyers. Each listing includes price, number of bedrooms, location and phone number of homes for sale in the area.

According to the story, which conclusion is based upon insufficient evidence?

- a. The cost of a home for sale will be given.
- b. A newspaper can be a shopping guide.
- c. Home buyers should check the newspaper.
- d. Each listing includes the number of rooms in the house.

5. The special protective safety lock cap is easy for an adult to open, but is very difficult for a child. It helps prevent accidental openings, but nothing can replace carefulness. All medicines should be kept out of a child's reach.

According to the paragraph, which conclusion is based upon insufficient evidence?

- a. The safety lock cap helps prevent accidental openings.
- b. All medicines should be placed where children cannot reach.
- c. A safety lock cap cannot be opened by a child.
- d. Carefulness and the safety lock cap can prevent accidents.

ACTIVITY

ANSWER

KEY

J-23 – Reading Standard

Activity 1

- 1) yes 2) no 3) yes 4) no 5) yes
6) yes 7) no 8) no 9) no 10) yes

Activity 2

- 1) c 2) b 3) c 4) a 5) c

Activity 3

- 1) V 2) I 3) I 4) V 5) I

Activity 4

- 1) c 2) b 3) d 4) d 5) c

READING STANDARD J-23 EVALUATION I
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

DIRECTIONS: Read the paragraph and answer the questions. Mark *V* if the conclusion is valid (supported by evidence). Mark *I* if the conclusion is based on insufficient evidence. Use your own paper.

My friends wanted me to go to the beach with them Sunday afternoon. I was very excited I really wanted to go with them. When I got home, I asked my parents. Dad reminded me that I had promised to stay with my younger sister so that he and Mom could go to a church meeting. I really felt like crying.

1. The author is a boy.
2. There are at least three children in the family.
3. The author was upset about not going to the beach.
4. The author went to the beach.
5. The parents found another babysitter.
6. The author did not respect his parents.
7. The author had made a promise.
8. The family goes to church every Sunday.
9. The author is a spoiled brat.
10. This family is very close.

READING STANDARD J-23 EVALUATION II
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

(Cont.)

4. Restricting smoking has become commonplace. Most major airlines are paving the way to ban smoking completely. New Port Richey, Florida, has now outlawed smoking in restaurants, banks, supermarkets, auditoriums, beauty parlors, and most public places. Before it was considered harmful to health, smoking was advertised a great deal on T.V.

According to the story, which conclusion is based upon insufficient evidence?

- a. Smokers have a clinging odor of cigarettes.
 - b. Airlines have smoking rules.
 - c. A Florida city has allowed smoking in many public places.
 - d. Smoking ads used to be very popular on TV.
5. Walt Disney World is the number one attraction in Florida and one of the most popular attractions in the world. An average of one million people visit the Magic Kingdom each month. Located on a 43 square mile tract, the Magic Kingdom employs approximately 10,250 people. In addition to a weekly payroll of over a million dollars another million dollars are spent for goods and services.

According to the story which conclusion is based upon insufficient evidence?

- a. Walt Disney World is the largest attraction in the world.
- b. Thousands of people work at Disney World.
- c. People from all over the world come to visit Walt Disney World.
- d. Walt Disney World is the most popular attraction in Florida.

READING STANDARD J-23 EVALUATION II
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

DIRECTIONS: Read each selection and write the letter of the correct answer to the questions on your own paper.

1. Most high school students are very interested in "Wheels." They want a motorcycle or a car. They want to be able to get to work, to drive to school, and to just drive around. Students want to take Driver Education as soon as they can.

According to the story, which conclusion is based upon insufficient evidence?

- a. All high school students know how to drive cars and motorcycles.
- b. High school students are interested in "Wheels."
- c. Students want to take Driver Education.
- d. Students want to be able to get to work.

2. A blind operator of a newsstand reported to police that a customer asked him to change a five-dollar bill. After the customer left, the vendor discovered that the customer had given him a one-dollar bill. The police soon brought him a suspect.

According to the story, which conclusion is based upon insufficient evidence?

- a. A blind man operated a newsstand.
- b. A customer asked the vendor for change.
- c. The police caught the guilty man.
- d. The vendor discovered he had been cheated after the customer left.

3. The band was still playing when the boys walked off the field. Because they were upset, they weren't talking much. In the locker room, the coach pointed out that their season had been successful. He also said that he was proud of their sportsmanship. Then he announced the scholarship winners.

According to the story, which conclusion is based upon insufficient evidence?

- a. The band played.
- b. The referees were unfair.
- c. The coach was proud of the team.
- d. The team was not talking much as they walked off the field.

READING STANDARD J-23 EVALUATION III
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

DIRECTIONS: Read the following selection. Examine the conclusions which follow the selection. Mark *V* on your paper if the conclusion is valid (supported by evidence). Mark *I* if the conclusion is based on insufficient evidence. Use your own paper.

A CLUB ELECTS A PRESIDENT

Two boys were running for president. Frank Butler was one of them. He was pretty bright in class and he usually knew the answers when our teacher asked questions. He built a telescope at home, all by himself, too. I'm sure about that because his father did not know anything about such matters. Besides, I saw Frank working on it, and every once in a while I would lend him a tool from my dad's kit.

When the telescope was finished, Frank asked me to come and look through it. I turned him down a few times because the fellows wouldn't like it if they knew I was becoming chummy with a brain. But finally I sneaked into his yard one night, and I looked through the thing and saw the moon. Gee, it seemed as big as a house! It almost scared me.

We didn't associate much with Frank, but we respected him. He would always help you with anything you asked. If we had to raise money for basketball equipment or anything, he always showed us how we could do it best.

But when it came to election time, we decided on Link for president of the club. You could always count on Link for a laugh. He was the life of the party, with a gag for every occasion. He was popular with the girls, too. I felt kind of sorry for Frank, though. All he got was four votes.

But then the trouble began. When it came to any serious question at a meeting, Link would try to act funny. After a while we became disgusted. When Link did try to get down to business, he didn't know what to say. Then someone would laugh and he'd get mad. Every meeting became a riot and pretty soon we stopped coming. Yes, the club just broke up. I'm sorry about that, because the idea about starting the club was a pretty good one. Oh, I suppose I ought to tell you that the club was Frank's idea.

Conclusions:

1. Frank was a very bright boy.
2. Link was a popular boy.
3. Link was not a good choice for president.
4. Popularity always wins an election.
5. Popularity helps in an election.

READING STANDARD J-23 EVALUATION IV
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

DIRECTIONS: Read each selection and write the letter of the correct answer to the questions on your own paper.

1. Basketball is Bob's favorite sport and he really wants to participate in the city basketball league. He attends practice every evening. The final try-outs are tomorrow night in the school's gymnasium.

Which statement below is based upon insufficient evidence?

- a. Bob likes to play basketball.
- b. The basketball team is going to be selected.
- c. Bob was not chosen for the basketball team.
- d. Bob practices for a position on the basketball team.

2. Hank is very interested in chemistry and is always involved in experiments. His most recent experiment is concerned with chemical reactions that give off heat. Hank plans on entering his experiment in the school's science fair.

Mark the sentence which is based upon insufficient evidence?

- a. Hank likes chemistry.
- b. Hank won first place in the school science fair.
- c. Hank hopes to enter the science fair.
- d. Hank is experimenting with elements of chemical reactions.

3. Ana has recently become editor of the school newspaper. She is attempting to identify articles that would be interesting to the general student body. Therefore, Ana has selected several students to serve as reporters for various clubs and classes.

Mark the sentence which is based upon insufficient evidence?

- a. The school newspaper will have several student reporters.
- b. The newspaper staff is trying to have very interesting articles for the students.
- c. The newspaper has a big article with several pictures about half-time events at the last football game.
- d. Ana is editor of the school newspaper.

READING STANDARD J-23 EVALUATION IV
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

(Cont.)

4. A passport is a form of request to a foreign government. It allows you to travel through or to stay within a foreign country. Governments issue the card to their citizens who wish to travel outside their borders. The passport shows the identity of the person.

Which statement below is based upon insufficient evidence?

- a. Hundreds of Americans apply for passports to travel to Europe.
 - b. The passport shows the identity of the person.
 - c. A passport is a form of request to a foreign government.
 - d. Governments issue the card to their citizens who wish to travel outside their borders.
5. "*Star Wars*" was Helen's favorite movie. Each scene was filled with exciting pictures that she would always remember. She loved to watch the two robots arguing their way across the desert, the villains' search for the rebel base, and the romance between the princess and the hero. What was most outstanding in Helen's mind, however, was the action and suspense of the final battle.

According to the story, which sentence is based upon insufficient evidence?

- a. Helen knew exactly why "*Star Wars*" was her favorite movie.
- b. Helen enjoyed watching the two robots argue.
- c. Helen thought that "*Star Wars*" was too violent.
- d. What Helen admired most was the great battle scene.

EVALUATION ANSWER KEY

J-23 — Reading Standard

Evaluation I

- 1) I 2) V 3) V 4) I 5) I
6) I 7) V 8) I 9) I 10) I

Evaluation II

- 1) a 2) c 3) b 4) a 5) a

Evaluation III

- 1) V 2) V 3) V 4) I 5) V

Evaluation IV

- 1) c 2) b 3) c 4) a 5) c

J-24: Identify inaccurate assumptions.

READING STANDARD J-24 – PREPARATORY SHEET 1
IDENTIFY INACCURATE ASSUMPTIONS

EXPLANATION:

Frequently people form conclusions based upon superficial evidence. This skill requires that students identify statements which are not necessarily true about a situation even though the description might indicate a particular conclusion.

Using the dictionary, find the definition of "*assumption*." Try to recall a situation in which you assumed one thing was true but later had to change your mind because of additional information. Remember that we all make assumptions and these assumptions give us direction in our thinking. But assumptions can not be regarded as fact until sufficient information is available.

DIRECTIONS: Read the following selection and then the assumptions made from the selection. Write an *I* for each assumption which is inaccurate and an *A* for each assumption which is accurate. Write your answers on your own paper.

Maria had saved enough money to buy a used car. She was very excited, because this would be her first car. She went to several car dealers before she came upon the car she really wanted. The salesman was very helpful and gave her all the details about the car. She was really impressed with it.

1. Maria had saved money to buy a car.
2. Maria bought her first car.
3. Maria looked for a car at several dealerships.
4. The salesman took her for a ride in the car.
5. Maria liked the color of the car she wanted.

READING STANDARD J-24 – ACTIVITY 1
IDENTIFY INACCURATE ASSUMPTIONS

TEACHER DIRECTED

A. DIRECTIONS: Discuss the following statements containing fallacies in reasoning with the class. Identify the statements containing inaccurate assumptions and the cause of the faulty reasoning. Use your own paper.

1. Taking vitamin pills once a day helps to keep you healthy; therefore, taking five vitamin pills will make you even healthier.
2. The average grade in the English class is a B-; none of the students failed.
3. The pencil machine is empty; therefore, the students know how to take notes.
4. The student who lost his library book told the angry librarian that he thought the library should be air-conditioned.
5. Since blonds are fair and brunette are dark, blonde teachers will more likely give you fair grades than brunette teachers.

B. Have students write their own statements which contain fallacies in reasoning.

READING STANDARD J-24 – ACTIVITY 2
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the story and find the statements which are inaccurate assumptions. Mark *A* if the assumption is accurate and *I* if it is inaccurate. Use your own paper.

A family with a young child was seated in a restaurant. Suddenly the child began to complain. Then he began to cry and scream at his mother. The parents were telling him to sit down and be quiet but he did not obey. Finally the mother took the child into the restroom.

ASSUMPTIONS:

1. The child and the mother left the table.
2. The parents wanted the child to stop disturbing people.
3. The child was upset about something.
4. The mother took the child away from the table because he had a serious emotional illness.
5. The child was punished for his bad behavior.

READING STANDARD J-24 – ACTIVITY 3
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the following paragraph and identify the inaccurate assumption. Mark *A* if the assumption is accurate and *I* if it is inaccurate. Use your own paper.

The bell rang. A tall, slender woman entered the room and sat at the desk. She asked the students to be seated and take out their literature books. The students continued to talk. A man walked in and scolded the class.

ASSUMPTIONS:

1. The woman was a teacher.
2. The man was a parent.
3. This was a classroom.
4. This was an English class.
5. The woman was becoming frustrated.
6. The students had textbooks.
7. The students were not obedient.
8. The class was too large.
9. The man did not approve of the behavior of the class.
10. The class had just begun.

READING STANDARD J-24 – ACTIVITY 4
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the selection and identify the inaccurate assumption. Mark *A* if the assumption is accurate and *I* if it is inaccurate. Use your own paper.

Vitamin A is known to be good for hair, eyes, and skin. Vitamin D is important for bone strength and growth. The B complex vitamins are useful for energy, and Vitamin K helps in clotting blood. Some authorities believe that Vitamin C is a preventive measure for colds. There are many other vitamins in our foods, and a balanced diet which contains a proper amount of all of them will improve our health.

ASSUMPTIONS:

1. There are many vitamins in our foods.
2. Vitamin A helps the skin.
3. Taking large amounts of vitamin pills will make us healthy.
4. A balanced diet will improve your health.
5. Vitamin K helps prevent bleeding.

ACTIVITY ANSWER KEY

J-24 – Reading Standard

Activity 1

Answers will vary - Teacher Check

Activity 2

1) A 2) A 3) A 4) I 5) I

Activity 3

1) A 2) I 3) A 4) A 5) I
6) A 7) A 8) I 9) A 10) A

Activity 4

1) A 2) A 3) I 4) A 5) A

READING STANDARD J-24 – EVALUATION I
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the paragraphs and identify the inaccurate assumptions. Mark *A* if the assumption is accurate and *I* if it is inaccurate. Use your own paper.

- A. Johnny was failing the third grade. He could not read well and, therefore, never tried to read his textbooks. He did not bring in his homework, because he could not read the printed instructions.

ASSUMPTIONS:

1. Johnny was not on his grade level in reading ability.
2. Johnny did not do his homework.
3. Johnny was not intelligent.
4. Johnny was going to have to repeat the third grade.
5. Johnny needed glasses for reading.

- B. Stereo systems are extremely popular with teen-agers and adults. They may be bought in many stores, and range in price from \$50 to \$5,000. Cassette tapes, 8-track tapes, and records may be used with various stereo systems, depending on the model purchased.

ASSUMPTIONS:

6. The more expensive models are better.
7. Stereo systems are found in many stores.
8. All stereo systems can be converted to use with tapes.
9. Many adults and teen-agers enjoy stereos.
10. Stereos can be purchased with as little as \$50.

READING STANDARD J-24 – EVALUATION II
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the paragraphs. Mark *A* if the assumption is accurate and *I* if it is inaccurate. Use your own paper.

Are you afraid of snakes? Perhaps you need a chance to get to "know" one in order to lose that fear! Many students in science classes are visited by experts on the subject. The experts (herpetologists) bring different types of live snakes to show the classes, and allow them to be "petted" and held by those who wish to try it. You may find, to your surprise, that they are not slimy or dirty; they are cold to the touch only because they are cold-blooded reptiles, and not warm-blooded mammals, as we are. Most snakes are harmless to us, and serve us by killing rats, mice, and other pests.

ASSUMPTIONS:

1. Snakes are harmless.
2. You may lose your fear of snakes when you learn more about them.
3. A herpetologist is an expert on snakes.
4. Snakes are not slimy.
5. Snakes make excellent pets for youngsters.

READING STANDARD J-24 – EVALUATION III
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the sentences below. Write the number of the sentences which illustrate inaccurate assumptions caused by fallacies in cause-effect reasoning.

1. As more soft drinks are sold in a big city, there are more children's diseases, so the soft drinks must cause disease.
2. Since more people die as they get older, probably aging is one cause of death.
3. Since smoking may probably be a cause of cancer, if a person stops smoking he may have a better chance of not having cancer.
4. Children have more diseases in warm weather because germs which cause disease live better in warm weather.
5. I have discovered large patches of brown in my lawn, so the grass is not getting enough water.
6. Since that large truck was stopped by the side of the road, it must have run out of gas.
7. Since candy and other foods containing large amounts of sugar are high in calories, if a person cuts down on these foods he may have a better chance of not gaining weight.
8. Whenever Sharon tries to read a book, her eyes water, so she needs glasses.
9. Since doctors have proven that exercising increases a person's life-expectancy, if a person jogs a mile everyday, he may increase his chances for a longer life than a person doing no exercise.
10. Because it rained all week, it will be sunny tomorrow.

READING STANDARD J-24 – EVALUATION IV
IDENTIFY INACCURATE ASSUMPTIONS

DIRECTIONS: Read the following paragraphs. Mark *A* if the assumption is accurate and *I* if it is inaccurate. Use your own paper.

The band was still playing when the boys walked off the field. Because they were upset, they weren't talking much. In the locker room the coach pointed out that their season had been successful. He also said that he was proud of their sportsmanship. Then he announced the scholarship winners.

ASSUMPTIONS:

1. This was a football game.
2. The team lost.
3. This was the last game.
4. The coach was proud of the team.
5. The referees were unfair.
6. The boys were complaining a lot.
7. The coach was not angry.
8. This was a high school game.
9. The band was good.
10. The team won more than it lost.
11. The game went into overtime.
12. The boys did not go home immediately.
13. The team was not co-ed.
14. The boys were good sports.
15. Some boys received scholarships.

EVALUATION ANSWER KEY

J-24 – Reading Standard

Evaluation I

- | | | | | |
|------|------|------|------|-------|
| 1) A | 2) A | 3) I | 4) A | 5) I |
| 6) I | 7) A | 8) I | 9) A | 10) A |

Evaluation II

- | | | | | |
|------|------|------|------|------|
| 1) I | 2) A | 3) A | 4) A | 5) I |
|------|------|------|------|------|

Evaluation III

1, 5, 6, 8, 10

Evaluation IV

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) A | 2) A | 3) A | 4) A | 5) I |
| 6) I | 7) A | 8) A | 9) I | 10) A |
| 11) I | 12) A | 13) A | 14) A | 15) A |

READING STANDARD--K

The student will follow oral and written directions.

K-25: Follow written directions to complete a task.

READING STANDARD K-25 – PREPARATORY SHEET 1
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

INTRODUCTION:

Add sugar slowly to boiling water Print, do not write, your name Do not write in this box Turn the page and begin to write when you hear the bell Do not dry clean Take the first right under the bridge, then turn left.

Do you always understand directions? Do you read directions carefully? Can you give directions clearly? Knowing how to read, to understand, and to follow directions (and to give them) is important in work, in travel, in the home, and in social situations. In fact, this is an important skill in every part of life. If you do not read a recipe correctly, you may have no dinner. If you misread one step in the directions for repairing a machine, you may get hurt. If you read directions too quickly on a test, you may turn to the wrong page or check the wrong answer. Read and listen to directions carefully. Follow them exactly, in the order in which they are given.

A. DIRECTIONS: Read the following statements and answer them correctly on your own paper.

1. Before you write anything, read Statements 2 through 4. Then answer Statement 5 and follow the directions for doing Statements 6-10.

2. Print your name on the line below.

LAST

FIRST

MIDDLE

3. Write the exact number of test statements on this test.

4. Circle numbers 1, 2, and 3.

5. If you have written or printed anything for Statements 1-4, you have: _____.

- a. followed directions.
b. not followed directions.

6. Return to Statement 2. Follow the directions for Statements 2 through 4 as they are written. Continue on to Statement 7.

7. Look at the numbers at the left of each line. In each line, write the number that is the same as the number at the left.

563
1,290

653
1,190

356
2,190

563
1,129

593
1,290

READING STANDARD K-25 – PREPARATORY SHEET 1
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

(Cont.)

8. In each line below, write the words that look the same.

eaten
lane

enter
lend

entrance
line

either
lane

eaten
long

- In Statement 8 you wrote words that _____.

- a. had opposite meanings
- b. were spelled the same way.

9. Write the letter of the row of numbers below. Write the letter of the column of numbers below.

a. 29
 63
 2
 209
 + 71
 ———
 374

$$6.5 + 9 + 13 + 45 + 7 = 79$$

10. These are directions for marking answers on a test:

- In each row, shade in the same number that you see to the left of the row of answer spaces.

a. 1	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....
	1	2	3	4	NG
b. 2	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....
	1	2	3	4	NG
c. 3	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....
	1	2	3	4	NG
d. 4	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....
	1	2	3	4	NG
e. 5	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... .....
	1	2	3	4	NG

READING STANDARD K-25 — PREPARATORY SHEET 2
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read each direction. Do your work on the following Student Grid.

STUDENT GRID

1. Write the letter C in the third column from the left, second row from the bottom.
2. Write the letter R in the first column from the left, second row from the bottom.
3. Write the letter K in the sixth column from the left, second row from the bottom.
4. Write the letters OO between the letters C and K.
5. Write the word you just printed on the grid in the bottom left-hand corner of your paper.

READING STANDARD K-25 -- ACTIVITY 1
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the recipe. Write the letter of the correct answer to the questions on your own paper.

BROWNIES RECIPE

2 oz. unsweetened chocolate
 1/3 cup shortening
 1 cup sugar
 2 eggs

3/4 cup sifted flour
 1/2 tsp. baking powder
 1/2 tsp. salt
 1/2 cup chopped nuts

Melt together over hot water the chocolate and shortening. Beat in the sugar and eggs. Sift together the flour, baking powder, and salt. Stir into mixture. Mix in chopped nuts, if desired.

Spread in greased 8" square pan. Bake for 30 minutes at 350°. Makes 16-2" squares.

- A. 1. How much chocolate should be added?
- 2 cups
 - 2 ounces
 - 2 ounces
 - 3/4 cups
2. What should be sifted together?
- baking soda, flour, salt
 - salt, flour, baking powder
 - sugar, eggs, salt
 - chocolate, shortening
3. Which ingredient can you leave out if you wish?
- chocolate
 - sugar
 - salt
 - nuts
4. How long, and at what temperature, should the brownies bake?
- 16 minutes at 350 degrees
 - 30 minutes at 350 degrees
 - 30 minutes at 350 decimals
 - 16 minutes at 2" squares
5. How many brownies should this make?
- 2
 - 8
 - 16
 - 32
- B. Write a brief paragraph explaining what might happen if the recipe directions are not followed precisely.

READING STANDARD K-25 – ACTIVITY 2
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the recipe. Write the letter of the correct answer to the questions on your own paper.

MEAT LOAF

1½ lbs. ground beef (¼ of this may be ground veal)	2 tbsp. bread crumbs
2 eggs	1 tsp. grated onion
2 tbsp. chopped parsley	1 tsp. salt
½ c. milk	¼ tsp. pepper

Beat eggs lightly. Soak bread crumbs in milk. Then mix with all the other ingredients. Put into greased loaf pan, 8" x 10." Bake in moderate oven (350°) for one hour. Serves 4-5.

1. How much ground beef should be used?
 - a. 1 lb.
 - b. 2 tbsp.
 - c. 1½ lbs.
 - d. ¼ tsp.
2. What can be used in place of ¼ of the beef?
 - a. bread crumbs
 - b. 2 eggs
 - c. ground veal
 - d. ground beef
3. What should be done first?
 - a. Mix all ingredients.
 - b. Soak bread crumbs in milk.
 - c. Bake in moderate oven for one hour.
 - d. Beat eggs lightly.
4. What is the last thing to do before baking?
 - a. Serve the main course.
 - b. Beat eggs lightly.
 - c. Soak bread crumbs in milk.
 - d. Put into greased loaf pan.
5. What is the greatest number of people this recipe will feed.
 - a. 2-5
 - b. 4-5
 - c. 7-15
 - d. only one.

READING STANDARD K-25 – ACTIVITY 3
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the following washing directions. Write the letter of the correct answer to the questions on your own paper.

WASHING INSTRUCTIONS

Wash in lukewarm suds with mild soap or detergent. **DO NOT USE BLEACH. DO NOT WRING or TWIST.** Rinse thoroughly and roll in fluffy towel to remove excessive moisture.

Use cool iron (**NOT HOT**). Iron on back side while still damp. Iron until smooth, not dry. Excessive heat damages the fibers.

- A. 1. What kind of detergent or soap can be used to wash this item?
- a. lukewarm
 - b. cool
 - c. soapy
 - d. mild
2. What three things should *not* be done to this item?
- a. twist
 - b. rinse
 - c. bleach
 - d. roll
 - e. iron
 - f. wring
3. What should be done with this item after rinsing it?
- a. remove excessive moisture
 - b. iron while damp
 - c. roll in fluffy towel
 - d. rewash in lukewarm suds
4. What temperature should be used for ironing?
- a. hot
 - b. damp
 - c. dry
 - d. cool
5. What does too much heat do to this item?
- a. dries it too quickly
 - b. hurts the material
 - c. wrinkles it
- B. Write a brief paragraph explaining what might happen if the washing directions are not followed precisely.

READING STANDARD K-25 -- ACTIVITY 4
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the selection carefully. Answer the questions below on your own paper.

Dear Applicant:

Doors will be open at 8:30 a.m. When you come for the examination, go to Room 304 on the third floor. Pick up your examination and special paper. Then go to Room 309 on the same floor to take the examination. Have your identification ready to show at the door of Room 309. The examination will begin promptly at 9 a.m.

1. On what floor will the examination be given?
2. In what room will the examination be given?
3. What time will the examination begin?
4. What must be presented at the door of Room 309?
5. At what time will the doors be opened?
6. On what floor will you receive the examination?
7. In what room will you receive the examination?
8. Which item below can be used for your identification?
 - a. a letter from a friend
 - b. your Social Security card
 - c. a bill
 - d. a credit card
9. The above selection is a(n) _____.
 - a. essay
 - b. short story
 - c. letter
 - d. bill
10. The person is _____.
 - a. buying an apartment building.
 - b. applying for a job.
 - c. trying to get a driver's license.
 - d. taking an examination.

READING STANDARD K-25 – ACTIVITY 5
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the prescription and answer the questions. Write the letter of the correct answer on your own paper.

Lowell's Drugs 1903 1st Street Miami, FL 33133 305/655-1877 Dr. J. B. Nice #726483 Sandra Sick Take 1 tablet before bed. Store in a cool, dark place. Refillable Yes ____ No ____ Number of Times <u>2</u>	11/4/77
---	---------

- A.**
1. How much medicine should Sandra take each day?
 - a. One tablespoon
 - b. One tablet
 - c. One teaspoon
 - d. One mouthful
 2. Where should this medicine be kept?
 - a. In the refrigerator
 - b. In a cool, dark place
 - c. Close to Sandra
 - d. In a kitchen drawer
 3. When should this medicine be taken?
 - a. Before meals
 - b. After dinner
 - c. Before going to bed
 - d. Whenever one wishes
 4. Refillable means:
 - a. The bottle should be kept full
 - b. The medicine cannot be bought again
 - c. The medicine can be bought again
 - d. The bottle can be returned
 5. Sandra may refill this prescription:
 - a. As often as needed
 - b. Two times
 - c. Only once
 - d. On 11/4/77
- B.** Write a brief paragraph explaining what might happen if the directions on a prescription are not followed precisely.

READING STANDARD K-25 – ACTIVITY 6
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read each direction. Do your work on the following Student Grid.

STUDENT GRID

1. Locate the square that is five squares from the left and four squares from the bottom. In this square draw a diagonal line from the top right-hand corner to the bottom left-hand corner. In this square shade in above the line you drew.
2. Locate the square that is four squares from the left and five squares from the bottom. In this square draw a diagonal line from the bottom left-hand corner to the top right-hand corner. In this square shade in below the line you drew.
3. Locate the square that is five squares from the right and four squares from the top. In this square draw a diagonal line from the top left-hand corner to the bottom right-hand corner. In this square shade in above the line you drew.
4. Locate the square that is four squares from the right and five squares from the top. In this square draw a diagonal from the bottom right-hand corner to the top left-hand corner. In this square shade in below the line you drew.
5. Locate the square that is two squares from the left and three squares from the top. In this square draw a diagonal from the bottom right-hand corner to the top left-hand corner. In this square shade in above the line you drew.

READING STANDARD K-25 – ACTIVITY 7
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read each direction. Do your work on the following Student Grid.

STUDENT GRID

1. Write the letter H in the third column from the left, second row from the bottom.
2. Write the letter S in the first column from the left, second row from the bottom.
3. Write the letter C in the second column from the left, second row from the bottom.
4. Write the letter L in the sixth column from the left, second row from the bottom.
5. Write the letters O O between the letters H and L.
6. Write the word you just printed on the grid in the bottom left-hand corner of your paper.

READING STANDARD K-25 – ACTIVITY 8
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read each direction. Do your work on the following Student Grid.

STUDENT GRID

1. Write the letter R in the third column from the left, second row from the bottom.
2. Write the letter U in the first column from the left, second row from the bottom.
3. Write the letter P in the second column from the left, second row from the bottom.
4. Write the letter T in the sixth column from the left, second row from the bottom.
5. Write the letters O O between the letters R and T.
6. Write the word you just printed on the grid in the bottom left-hand corner of your paper.

ACTIVITY

ANSWER

KEY

K-25 – Reading Standard

Activity 1

A. 1) c 2) b 3) d 4) b 5) c

B. Answers will vary - Teacher Check

Activity 2

1) c 2) c 3) d 4) d 5) b

Activity 3

A. 1) d 2) a, f, c 3) c 4) d 5) b

B. Answers will vary - Teacher Check

Activity 4

1) third floor 2) 309 3) 9:00 a.m.
 4) identification 5) 8:30 a.m. 6) third floor
 7) 304 8) b 9) c 10) d

Activity 5

A. 1) b 2) b 3) c 4) c 5) b

B. Answers will vary - Teacher Check

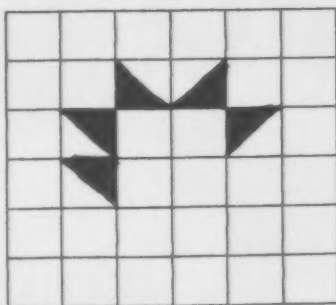
ACTIVITY

ANSWER

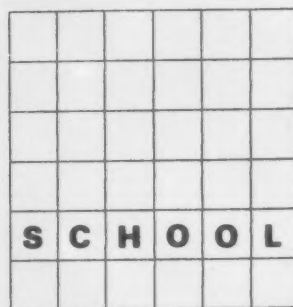
KEY

K-25 – Reading Standard (Cont.)

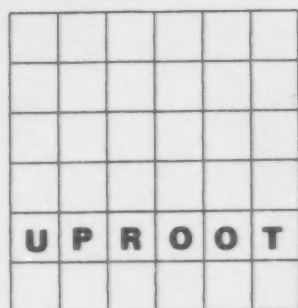
Activity 6



Activity 7



Activity 8



READING STANDARD K-25 – EVALUATION I
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the label and answer the questions that follow. Write the letter of the correct answer on your own paper.

ANTISEPTIC

Stops Pain, heals, combats infection from sores, minor cuts, burns, fever blisters, irritated gums, itchy insect bites, sunburn.

Helps prevent the spread and reinfection of pimples-acne.

Directions: For external use. Apply with cotton three or four times daily. Skin may be covered with a dry bandage. In case of deep or puncture wounds, serious burns, or persisting symptoms, consult physician.

Warning: Keep this and all medicines out of children's reach.

1. How should this medicine be used?
 - a. It should be swallowed.
 - b. It should be put on the skin with cotton.
 - c. The tablets should be chewed completely.
 - d. It should be poured into deep cuts.
2. In which of the following cases would you use this product?
 - a. For a serious burn.
 - b. If you had been sick for a long time.
 - c. For fever blisters
 - d. For a deep cut.
3. How often should you use this product?
 - a. As often as you wish.
 - b. Before each meal.
 - c. Four times a day.
 - d. once a day..
4. This medicine is for _____ use.
 - a. Internal
 - b. Frequent
 - c. External
 - d. Infrequent
5. The medicine is _____.
 - a. Alcoholic
 - b. Vitamin
 - c. An antiseptic
 - d. A cough syrup

READING STANDARD K-25 – EVALUATION II
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the prescription and answer the questions that follow. Write the letter of the correct answer on your own paper.

Corner Drugstore 1620 Main Miami, FL 33133 305/382-1766 Dr. H. B. Helpful #345431 Susan Stomachache Take 1 tablespoon after each meal. Store in refrigerator. Not refillable	9/16/77
--	---------

1. How much medicine should Susan take after dinner?
 - a. One tablespoon
 - b. One tablet
 - c. One teaspoon
 - d. One mouthful
2. Where should this medicine be kept?
 - a. In the medicine chest
 - b. In a cool place
 - c. In a dark place
 - d. Close to Susan
3. How many times may this be purchased?
 - a. Once
 - b. Twice
 - c. Three times
 - d. As often as one wishes
4. What is the number of this prescription?
 - a. 9/16/77
 - b. 1620 Main
 - c. 305/392-1766
 - d. 345431
5. On what day was the prescription filled?
 - a. 9/16/77
 - b. 1620 Main
 - c. 305/382-1766
 - d. 345431

READING STANDARD K-25 – EVALUATION III
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read each direction. Do your work on the following Student Grid.

STUDENT GRID

1. Write the letter R in the third column from the left, second row from the bottom.
2. Write the letter S in the first column from the left, second row from the bottom.
3. Write the letter T in the second column from the left, second row from the bottom.
4. Write the letter T in the sixth column from the left, second row from the bottom.
5. Write the letters E E between the letters R and T.
6. Write the word you just printed on the grid in the bottom left-hand corner of your page.

READING STANDARD K-25 -- EVALUATION IV
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

DIRECTIONS: Read the recipe and answer the following questions. Write the letter of the correct answer on your own paper.

NUTTY O's

½ cup brown sugar (packed)	6 cups Steerios cereal
½ cup dark corn syrup	½ teaspoon salt
¼ cup Blue Sonnet margarine	1 cup pecan halves, walnut
½ cup slivered almonds	halves or peanuts

Heat oven to 325°. Brush jelly roll pan, 14½ x 10½ x 1" with margarine. Heat brown sugar, corn syrup, margarine and salt in 3-quart saucepan over medium heat, stirring constantly, until sugar is dissolved, about 5 minutes, remove from heat. Stir in cereal and nuts until well coated. Spread mixture with metal spatula. Let stand until firm, about 1 hour. Store in covered container. About 8 cups snack.

1. Before making the recipe you should:
 - a. Mix the margarine and salt
 - b. Stir in the cereal
 - c. Heat the brown sugar
 - d. Heat the oven to 325°

2. What are the last two ingredients you add in the recipe?
 - a. The corn syrup and margarine
 - b. The margarine and salt
 - c. The cereal and nuts
 - d. The brown sugar and salt

3. How long should you let the recipe cool before loosening the mixture?
 - a. 10 minutes
 - b. 15 minutes
 - c. 1 hour
 - d. 8 minutes

4. How long until sugar dissolves?
 - a. 10 minutes
 - b. 5 minutes
 - c. 1 hour
 - d. 8 minutes

5. What should be used to loosen the mixture?
 - a. Spatula
 - b. Fork
 - c. Knife
 - d. Spoon

EVALUATION

ANSWER

KEY

K-25 – Reading Standard

Evaluation I

1) b 2) c 3) c 4) c 5) c

Evaluation II

1) a 2) b 3) a 4) d 5) a

Evaluation III



Evaluation IV

1) d 2) c 3) c 4) b 5) a

READING STANDARD--L

The student will identify appropriate sources for needed information.

L-26: Identify the appropriate source to obtain information on a topic.

READING STANDARD L-26 – PREPARATORY SHEET 1
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

TEACHER DIRECTED

Learning about source material requires some library time. The activities can be very creative, depending on what you want to do. Arrange a tour of your school library, emphasizing source material: Reader's Guide to Periodical Literature, Almanacs, World Atlases, various types of dictionaries, vertical files, card catalog, thesaurus, telephone directory, newspaper.

This skill is identified on the SSAT for assessment as a "real world situation".

Sample test question:

Where could you find information about the weather today.

- a. Readers' Guide
- b. Almanac
- c. Encyclopedia
- d. Newspaper

Write these words on the chalk board or on a ditto master.
Familiarize each student with these words.

Card Catalog
Dictionary
Encyclopedia
World Almanac
World Atlas
Reader's Guide to Periodical Literature
Newspaper
Bartlett's Quotations
Thesaurus
Telephone Directory

READING STANDARD L-26 — ACTIVITY 1

IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

A dictionary is a book of words. Generally, it tells the meanings of words, how to pronounce the words, and how to use words in sentences.

The words in the dictionary are listed in alphabetical order. There are also guide words listed at the top of every page. The guide word on the *left* tells you the very first word on that page. The guide word on the *right* tells you the very last word on that page.

- A. DIRECTIONS:** Below is a listing of words which you will find on many job applications. See how many of these words you know. Try to pronounce them.

arrested	employment	martial	reference
legibly	experience	disability	resident
citizen	maiden	education	previous
social security	felony	status	draft
alien	discrimination	injury	permanent
misdemeanor	spouse	convicted	temporary
dependents	fire	employer	illness

- B. DIRECTIONS:** Answer the following questions on your own paper.

1. Place each of the following letters across the top of your paper. Make sure you leave enough room between each column. Place the above words in alphabetical order under the letters. You will not use all of the words.

C D E F M

2. You are now going to find the job application words in the dictionary by using the guide words. Match the guide words on the **RIGHT** with the job application words on the **LEFT**. The first one has been done for you. Write the letter of the correct answer on your own paper.

- | | |
|---|--|
| <p><u>D</u> 1. arrested</p> <p>___ 2. legibly</p> <p>___ 3. spouse</p> <p>___ 4. martial</p> <p>___ 5. education</p> <p>___ 6. felony</p> <p>___ 7. citizen</p> <p>___ 8. discrimination</p> <p>___ 9. resident</p> <p>___ 10. alien</p> | <p>A. fellowship - ferment</p> <p>B. educable - eel</p> <p>C. reserve - resolve</p> <p>D. army - arsenic</p> <p>E. Mardi Gras - mark</p> <p>F. discontinuity - discuss</p> <p>G. left - legislator</p> <p>H. spotlight - spring</p> <p>I. circumstances - citywide</p> <p>J. alfalfa - alignment</p> |
|---|--|

READING STANDARD L-26 – ACTIVITY 1

(Cont.)

3. Information: If you were to look up the word *education* in the dictionary, you would find this:

ed.u.ca.tion, n. development in knowledge, skill, or ability by teaching, training, study, or experience.

As you can see, the letters of the word *education* are separated by small dots. These dots are used to divide the word into syllables. Syllables are separate parts of a word. They help you to pronounce words.

How many syllables are there in the word *education*?

4. Look up the word *educate* in the dictionary. How many syllables does the word have?
5. Look up the words *employment*, *reference*, *status*, and *illness* in the dictionary. Separate the words into syllables.
6. Information: If you were to look up the word *spouse* in the dictionary, you would find this:

spouse (spous, spouz), n. husband or wife.

Notice the word is rewritten in parenthesis. This helps you to pronounce the word correctly. Every dictionary has a pronunciation guide. This word may be pronounced with an "s" ending, as in say, or a "z" as in zero. Pronounce the word both ways.

Look up the words *disability*, *injury*, *dependent*, and *resident* in the dictionary. Write the words and the way you pronounce them.

7. Information: When a word is more than one syllable, you will find a small slash mark (/) in the word in parenthesis. For example, the pronunciation of the word *maiden* is (mad/n). The slash mark tells you which syllable is to be said the loudest.

Look up the words *felony*, *injury*, *alien*, and *employer* in the dictionary. Write the words and indicate with a slash mark which syllable is said the loudest.

8. Information: Many words in the dictionary have more than one meaning. Different meanings for each word are given after numbers. For example, the definition of the word *fire* looks like this:

fire (fir) n., v., fired, firing. -n. 1. flame, heat, and light caused by something burning. v. 2. to be released from a responsibility, a job.

The two definitions given for this word have very different meanings. The definition you would use depends on the meaning you want understood. Read the two sentences below and decide which word and definition in the parenthesis above fit in each sentence correctly. Write the word and definition for each sentence.

- A) The auto mechanic was (fire, definition 1/fired, definition 2) because he always came to work late.
- B) The little boy was playing with matches and started a (fire, definition: 1/fired, definition 2).
9. Look again at your answers for number 8, A and B. Which definition (number 1 or 2) would you find on a job application? Why?

READING STANDARD L-26 – ACTIVITY 2**IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC**

DIRECTIONS: Read the letter and follow the directions in the letter. You will need the classified section of the newspaper in order to complete the exercise.

Dear Student,

I will be moving to Florida next week and I do not know anyone down there.

Please help me find some information to help make the move easier.

Go to your classified ads and find these few items.

1. a list of jobs for a cook.
2. a list of available apartments in the city under \$300.00 per month (must allow dogs)
3. a list of available male Labrador Retrievers.
4. a list of cars selling for less than \$1,000.00
5. one used washer and dryer under \$200.00.

Please make the list and send as soon as possible.

Thank you,

Al Smog

READING STANDARD L-26 – ACTIVITY3
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Read the following questions and determine in which section you would find the answer. Write the answers on your own paper. You may use a newspaper for assistance.

- | | | |
|-------------------|-------------------|------------------|
| 1. classified ads | 3. weather report | 5. editorials |
| 2. TV/radio | 4. sports | 6. entertainment |

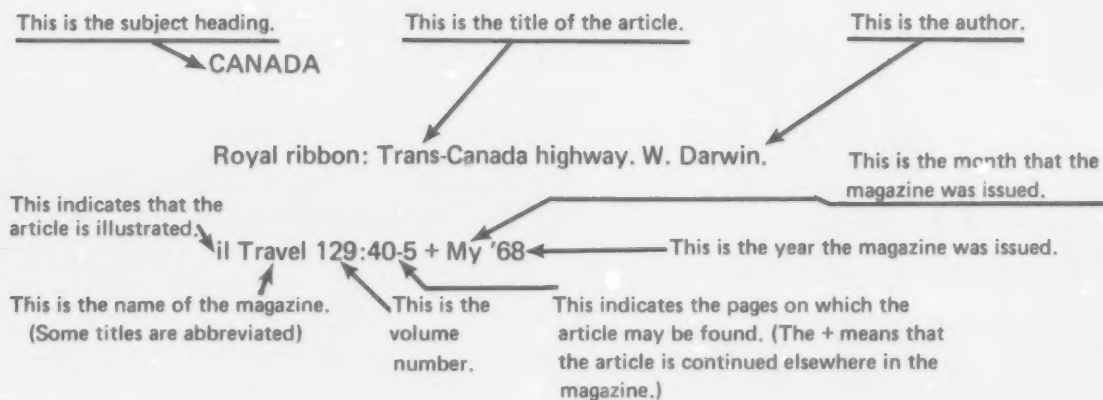
- _____ a. Your family wants to buy some used furniture for the Florida room.
- _____ b. There is a movie special on television tonight and you want to know when it starts.
- _____ c. You want to find out opinions on local and national issues.
- _____ d. You want to go fishing but you don't want to get caught in a storm.
- _____ e. You want to find the scores from the high school football games that were played last night.
- _____ f. You want to find out what the family might do over the weekend.
- _____ g. You want to read about a controversial political issue.
- _____ h. You want to buy a used boat.
- _____ i. You want to find out if it will rain tomorrow.
- _____ j. You want to find out who won the football game.

READING STANDARD L-26 – ACTIVITY 4
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Find three articles pertaining to each given subject in one month's issue of the Reader's Guide. List the articles by author, title, magazine, and dates on your own paper.

1. Fishing
2. Martin Luther King
3. President Carter
4. Richard Nixon
5. The Draft returning (Selective Service)

This will help you find the information. Study this diagram of an entry from the Reader's Guide.



READING STANDARD L-26 – ACTIVITY 5
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

- A. DIRECTIONS:** Locate an *Almanac*. Find the **INDEX** in the front or back of the book.
In the *Almanac*, you will find lists, charts, graphs, and text on many topics. On your paper, write down 20 different topics that you can find while browsing through the *Almanac*.
- B. DIRECTIONS:** Answer the following questions using the *World Almanac*. Write the answers on your own paper.
1. How many yards passing did Bob Griese have in 1977?
 2. What is the major industry in North Dakota?
 3. Which Presidents died in office?
 4. What years were these Presidents elected?
 5. What is the population of Florida?
 6. What is the major industry in Florida?

READING STANDARD L-26 – ACTIVITY 6
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Using a thesaurus, find two new words for each word in the left column.
Then find one word which means the opposite.

	NEW WORD	NEW WORD	OPPOSITE
1. cute	_____	_____	_____
2. swell	_____	_____	_____
3. great	_____	_____	_____
4. grand	_____	_____	_____
5. horrible	_____	_____	_____
6. nice	_____	_____	_____
7. amaze	_____	_____	_____
8. wonder	_____	_____	_____
9. beautiful	_____	_____	_____
10. magnificent	_____	_____	_____

READING STANDARD L-26 – ACTIVITY 7
 IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Use the telephone book to do the following activities. Write the answers on your own paper.

Look at the area code map of the United States

1. What state would you live in if your area code was 208, 405, 703, 904?
2. What time zone would you live in if your area code was 808, 303, 405, 304, 506?

Introduction to Phone Book

3. What page would you turn to if you wanted to:
 - a) connect some of your own equipment to the telephone.
 - b) find out the correct time.
 - c) learn the weather forecast.
 - d) report an out-of-service number.
 - e) ask a question about your bill.
 - f) pay your bill at a nearby location.

Location of central office codes

4. What local area would you live in if the first two numbers of your phone were 96, 58, 73, 79, 74, 84?

Long Distance call guide

5. How much would it cost you to make a three minute call from St. Petersburg to Baltimore:
 - a) Monday - Friday 8 AM - 5 PM
 - b) Any night from 11 PM - 8 AM
6. If you dialed direct how much would it cost? If you asked the operator? Which would be the cheapest.

General Information

7. How many directory assistance calls can you make without charge during one month?
8. How much does it cost for directory assistance after the first six calls?
9. What does it mean when you hear a "beep" tone every 15 seconds?

White Pages

10. John Conroy's number is listed before _____ and after _____ (which names?)
11. If you are looking for Robert Smith's number would you find it before or after Lois Smith's?
12. If you are looking for Harlod T. Hones' number would you look before or after Harold M. Jones?

Yellow Pages

13. Under which main heading might you find:
 - a) a door to door milkman.
 - b) specialists in swimming.
 - c) a health salon.
 - d) Chinese carry-out food service.
 - e) a cab to take you to the airport.

READING STANDARD L-26 – ACTIVITY 8
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Refer to the list of reference materials below when doing the following. Select the reference that would supply the information needed to complete each task. Then write the letter on your own paper that is in front of the reference in the blank.

- A. Encyclopedia
- B. Reader's Guide
- C. Who's Who in America
- D. Biography Index
- E. Granger's Poetry Index
- F. Roget's Thesaurus
- G. Classroom Atlas
- H. Bartlett's Quotations

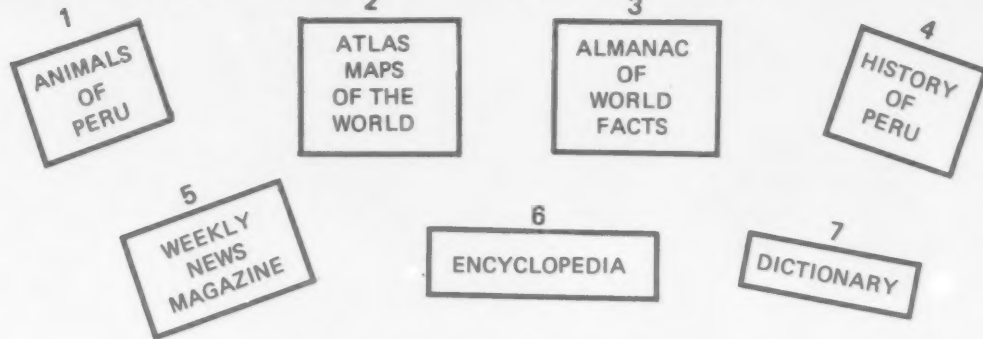
1. Magazine articles relating to marine biology. _____
2. Distance in miles from New Orleans to San Francisco. _____
3. Synonyms for the word torpid. _____
4. The author of the poem that begins, "I, too, sing America." _____
5. A quotation that's related to democracy. _____
6. General information pertaining to Alchemists. _____
7. Education and professional achievements of Lawton Chiles. _____
8. Comparison of rainfall in Florida with rainfall in California. _____
9. Biological data on King Henry VIII of England and Elizabeth I of England _____
10. The magazine in which an article titled *The Last Resort* by Cleveland Amory can be found. _____
11. Familiar synonym for the word acerbic. _____
12. The remainder of a poem which begins, "Hail to thee, O Euphemism." _____
13. Information regarding the Crimean War. _____
14. The variety of vegetation in South America. _____
15. Recent achievements and awards of William Simon. _____
16. An appropriate quote to introduce a courageous soldier. _____
17. A ten letter word that means adjoining. _____
18. Recent magazine articles relating to the habits of sharks. _____
19. Geographical information about the Pogo Islands. _____
20. Information regarding the different varieties of roses. _____

READING STANDARD L-26 – ACTIVITY 9

IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

TEACHER DIRECTED

DIRECTIONS: Prepare a display of the following reference materials.



Use the display as a guide for discussion and to answer the following questions. Write the name of the book on your own paper.

1. Where would you find the most information about the animals of Peru?
2. Where would you find the definition of "aborigine"?
3. Where would you find the most complete information about how Peru was settled?
4. Where would you find the names of important people of Peru?
5. Where would you find out about the government of Peru?
6. Where would you find out about the land forms of Peru?
7. Where would you find the name of the largest city?
8. Where would you find a short description of almost everything about Peru?
9. Where would you find information on the location of the cities in Peru?
10. Where would you find out about the earliest settlers of Peru?

READING STANDARD L-26 – ACTIVITY 10
 IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Study the cards below from a *card catalog*. Answer the questions that follow on your own paper.

a.

398.2

Ha

Harris, Christie

Once upon a totem: woodcuts by John Frazer-Mills.
 Atheneum Pubs. 1963
 148 illus.

Contains the following tales about Indians of the Pacific Northwest: The one-horned mountain goat; The boy and the sea monsters; The wild woman of the woods; The giant orge, Kloo-Teekl; Fly again, my proud eagle

I Indians of North America- Legends Illus. II Title j398.2

b.

398.2

Once upon a totem

Ha

Harris, Christie

Once upon a totem; woodcuts by John Frazer Mills.
 Atheneum Pubs. 1963
 148 illus.

Contains the following tales about Indians of the Pacific Northwest: The one-horned mountain goat; The boy and the sea monsters; The wild woman of the woods; The giant orge, Kloo-Teelk; Fly again, my proud eagle

I Indians of North America - Legends Illus. II Title j398.2

c.

398.2

INDIANS OF NORTH AMERICA – LEGENDS

Ha

Harris, Christie

Once upon a totem; woodcuts by John Frazer Mills.
 Atheneum Pubs. 1963
 148 illus.

Contains the following tales about Indians of the Pacific Northwest: The one-horned mountain goat; The boy and the sea monsters; The wild woman of the woods; The giant orge, Kloo-Teeki; Fly again, my pround eagle

I Indians of North America- Legends Illus. II Title j398.2

READING STANDARD L-26 – ACTIVITY 10
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

(Cont.)

Answer the following questions.

1. Where is the card catalog located in your Library/Media Center?
2. The cards shown on the first page, (a,b,and c) are ordered:
 - a. a = subject, b = author, c = title.
 - b. a = author, b = title, c = subject
 - c. a = title, b = subject, c = author
 - d. a = subject, b = title, c = author
3. How many pages does *Once upon a Totem* have?
 - a. 398
 - b. 1963
 - c. 148
 - d. 398.2
4. Does the book have pictures or illustrations? *Yes* or *No*
5. How would these cards be filed in the library? (alphabetically)
 - a. card b, card a next, then card c.
 - b. card a, card c, and card b.
 - c. card a, card b, and card c.
6. Go to your media center and locate these books in the card catalog. Write the call number of each on your own paper.
 - a. a book about tennis.
 - b. a book about the history of Peru.
 - c. a book about baseball.
 - d. something written by William Shakespeare.
 - e. *Of Mice and Men*.
 - f. *Little Women*.

ACTIVITY

ANSWER

KEY

L-26 – Reading Standard

ACTIVITY 1:

1. Alphabetizing (Teacher Check)
2.
 1. d
 2. g
 3. h
 4. e
 5. b
 6. a
 7. i
 8. f
 9. c
 10. j
3. 4 syllables
4. 3 syllables
6. (oral)
7. fé'loný ínjury álien employér
8. A. fired
B. fire
9. Answers will vary.

ACTIVITY 2 – Teacher Check

ACTIVITY 3:

- | | | | | |
|------|------|------|------|------|
| a) 1 | b) 2 | c) 5 | d) 3 | e) 4 |
| f) 6 | g) 5 | h) 1 | i) 3 | j) 4 |

ACTIVITY

ANSWER

KEY

L-26 – Reading Standard

ACTIVITY 4 – Teacher Check

ACTIVITY 5 – Teacher Check

ACTIVITY 6 – Teacher Check

ACTIVITY 7 – Teacher Check

ACTIVITY 8:

- | | | | |
|------|-----------|------------|-------|
| 1) B | 6) A | 11) F | 16) H |
| 2) G | 7) C or D | 12) E | 17) F |
| 3) F | 8) G | 13) A | 18) B |
| 4) E | 9) D | 14) A or G | 19) G |
| 5) H | 10) B | 15) C | 20) A |

ACTIVITY 9:

- | | | | |
|------------------------------|------|---------------|------|
| 1) 1 | 2) 7 | 3) 4 | 4) 4 |
| 5) 3, 4, 6,
(5 sometimes) | 6) 2 | 7) 6, 4, 3, 2 | 8) 6 |
| | 9) 2 | 10) 4 | |

ACTIVITY 10:

- 1) teacher check
- 2) b
- 3) c
- 4) yes
- 5) b
- 6) teacher check

READING STANDARD L-26 – EVALUATION I
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: **Mark the letter of the answer that indicates the quickest and easiest way to find the answer to the specified information needed.**

1. Julie is looking for a summer job so that she can buy a new dress. What is the best source of information for finding a summer job?
 - a. television
 - b. radio
 - c. newspaper
 - d. telephone directory

2. My family is planning a long vacation trip. We want to take the most scenic route from Florida to Maine. Where would we find the most information to help plan our trip?
 - a. atlas
 - b. geography book
 - c. newspaper
 - d. telephone directory

3. Suppose you wanted to fly from Miami to New York City over the December holidays. Where would you go to obtain information regarding the various flights and reservation procedures?
 - a. an insurance company
 - b. a travel agency
 - c. a savings bank
 - d. the library

4. A person can find the meaning of a word such as *citizen* in a/an:
 - a. a TV guide
 - b. atlas
 - c. encyclopedia
 - d. dictionary

5. What section of the newspaper would you look in to find a job?
 - a. editorial
 - b. sports
 - c. entertainment
 - d. classified

READING STANDARD L-26 – EVALUATION II
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Mark the letter of the answer that indicates the quickest and easiest way to find the answer to the specified information needed.

1. You need a job. One place to look is:
 - a. in the telephone directory
 - b. in the encyclopedia
 - c. in the want ads
 - d. in the TV guide
2. If you wanted to order something, you would use a/an:
 - a. catalog
 - b. encyclopedia
 - c. atlas
 - d. dictionary
3. You have nowhere to go and it is 8:00 p.m. You decide to watch television. To find out which programs are on at that time, you would use:
 - a. a newspaper
 - b. an atlas
 - c. a telephone directory
 - d. a catalog
4. You want to plan a trip to New Orleans. In order to find the best route, you would use:
 - a. a telephone directory
 - b. an atlas
 - c. a newspaper
 - d. an encyclopedia
5. You want to find out more about New Orleans before you go. You would use:
 - a. an atlas
 - b. an encyclopedia
 - c. a newspaper
 - d. a catalog

READING STANDARD L-26 – EVALUATION III
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Mark the letter of the answer that indicates the quickest and easiest way to find the answer to the specified information needed.

1. Manuel had just completed courses as a medical technician and was looking for a position. What is the best source of information for finding a position?
 - a. encyclopedia
 - b. dictionary
 - c. atlas
 - d. newspaper

2. Sally Watkins has a toothache, but she does not know any dentists in town. To find a dentist she should look in the:
 - a. encyclopedia
 - b. yellow pages
 - c. atlas
 - d. dictionary

3. Jack Lucas wants to buy a used car. He has decided to buy directly from a car owner. To find a car for sale he should look in the:
 - a. Sears catalog
 - b. yellow pages
 - c. newspaper want ads
 - d. TV guide

4. What information would probably **not** be found in a dictionary?
 - a. Florida speed limits
 - b. how to pronounce a word
 - c. the meanings of words
 - d. synonyms

5. Which of the following could **not** be found in the Driver's Handbook?
 - a. traffic signs
 - b. what to do after an accident
 - c. an index
 - d. how to buy a used car

READING STANDARD L-26 – EVALUATION IV
IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION ON A TOPIC

DIRECTIONS: Mark the letter of the answer that indicates the quickest and easiest way to find the answer to the specified information needed.

1. You can help a person locate particular businesses dealing with a service or product in a (an):
 - a. atlas
 - b. TV guide
 - c. yellow pages in a telephone directory
 - d. encyclopedia
2. If you wanted to know last evening's football scores, where would you find the information?
 - a. dictionary
 - b. encyclopedia
 - c. telephone directory
 - d. newspaper
3. If you wanted to know the origin of a word, where would you find the information?
 - a. dictionary
 - b. encyclopedia
 - c. telephone directory
 - d. newspaper
4. Cousin Jane wrote that the doctor said her daughter had scoliosis. Where would you look to find out what that was?
 - a. index
 - b. card catalog
 - c. dictionary
 - d. atlas
5. James had an accident in the family car and got a speeding ticket three months later. Where would he look up how many points this was on his license?
 - a. almanac
 - b. driver's license
 - c. periodical guide
 - d. dictionary

EVALUATION

ANSWER

KEY

L-26 — Reading Standard

EVALUATION 1:

1) c 2) a 3) b 4) d 5) d

EVALUATION 2:

1) c 2) a 3) a 4) b 5) b

EVALUATION 3:

1) d 2) b 3) c 4) a 5) d

EVALUATION 4:

1) c 2) d 3) a 4) c 5) b

READING STANDARD--M

The student will use appropriate reference skills.

M-27: Select an appropriate dictionary definition from a word used in a specified context.

READING STANDARD M-27 – PREPARATORY SHEET 1

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

TEACHER DIRECTED

EXPLANATION: This skill requires that students be aware that words have multiple meanings, and that the definition of a word is determined by its use in the sentence.

DIRECTIONS: Have students read each definition, then select the best meaning for the italicized word in each sentence. Discuss their answers with them.

- A. Definitions:**
- a. loudness of sound
 - b. a quantity, bulk, mass or amount
 - c. any of a matched set of books
 - d. delivery

1. Use the second *volume* in the series for information on birds.
2. The *volume* control on the stereo equipment has been broken.
3. The *volume* of the mail during the Christmas holidays is tremendous.

- B. Definitions:**
- a. a sea mammal
 - b. a design, initial placed on a letter, document, etc.
 - c. to close, shut, or fasten, to make airtight
 - d. a decorated or ornamented stamp placed on envelopes, packages, etc.

1. That is the *seal* of the state of Florida.
2. Christmas *seals'* funds are used to raise money for charity.
3. The plumber desperately *sealed* the leak in the main pipe.
4. Diplomatic information is *sealed* because it is confidential.
5. The *seal* lives in the cold waters and survives chiefly on fish.

- C. Definitions:**
- a. to point out
 - b. an alphabetical list of names, subjects, etc.

1. The *index* is placed at the end of a book.
2. A vocabulary test may serve as an *index* of intelligence.

READING STANDARD M-27 – PREPARATORY SHEET 2

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

TEACHER DIRECTED

EXPLANATION: Remind students that the same word can have different meanings depending on the way it is used in a sentence.

DIRECTIONS: Have students read the sentences aloud, and then tell what the italicized word means. Write the meanings on the board, and ask the students to use dictionaries to verify the meanings they have suggested.

Sentences:

- A. 1. The famous actress will *pose* for a snapshot.
2. The FBI agent will *pose* as a repairman to get the information.
- B. 1. His Christmas gift was a new key *ring*.
2. The *rings* on a tree will indicate its age.
- C. 1. The *kite* sees well only at night.
2. *Kites* are flown quite frequently when the winds are high.
- D. 1. In order to obtain a governmental position, one must take a *civil* service exam.
2. Students should always act in a *civil* manner.
- E. 1. The robber was sentenced to ten years as a result of his *conviction* on burglary.
2. Some parents have a strong *conviction* that children should be seen and not heard.

READING STANDARD M-27 – ACTIVITY 1

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

DIRECTIONS: Write the letter of the definition that best describes each italicized word on your own paper. Use a dictionary to verify your answers.

Sentences:

- A. 1. He *set* the clock with the proper time.
 2. She has a *set* of three cards: the five, queen, and king of hearts.
- a. regulated
 b. series
- B. 3. I gave my brother a two-way *radio* for Christmas.
 4. The pilot *radioed* for help when the plane began to waver.
- a. sent or communicated a message.
 b. a wireless communication set
- C. 5. Please *point* to the person you saw at the scene of the accident.
 6. The pencil has a sharp *point*.
 7. The center scored 23 *points* in last night's basketball game.
 8. At what *point* were you able to figure out the story's ending?
- a. a place
 b. the main idea that someone is trying to express.
 c. the tip of a pencil
 d. indicate by direction
 e. a unit of scoring in a game
- D. 9. They had to *page* the doctor while he was visiting patients in the hospital.
 10. The *pages* of the novel were torn in half.
 11. The honor student will serve three months as a *page* in the White House.
- a. one side of a leaf of a book, newspaper, letter
 b. a person who runs errands, carries messages, etc.
 c. to try to find, call, or notify
- E. 12. He seemed positively *floored* by the surprise birthday party.
 13. The tile *floor* is unbearably cold during the winter.
 14. The principal's office can be found on the thirteenth *floor* of this building.
 15. The boxer was *floored* in the first round.
- a. the bottom surface of anything
 b. a level or story in a building
 c. make unable to act as by shock
 d. to knock down, defeat

READING STANDARD M-27 – ACTIVITY 2

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

DIRECTIONS: Read each sentence carefully. Select the definition that best defines the *italicized word* and write it on your own paper. Use a dictionary to verify your answers.

1. In primitive times a mob would *stone* a public sinner.
 - a. a graveyard figure
 - b. a piece of rock
 - c. to kill by pelting with rocks
 - d. unit of weight

2. After a short rest *break*, we returned to work.
 - a. split or crack into pieces.
 - b. violate the law
 - c. to move away, suddenly
 - d. to stop activity temporarily

3. Regular exercise produces good muscle *tone*.
 - a. a vocal or musical sound
 - b. a quality of color, tint, shade
 - c. a manner of speaking or writing
 - d. strength to move back and forth vigorously

4. For his superb performance, he was voted the *star* of the show.
 - a. any flat figure with five projecting points
 - b. having exceptional skill and talent
 - c. heavenly body
 - d. prominent person given special attention

5. Some officials want to *curb* the mayor's political powers.
 - a. the stone or concrete edge along a street
 - b. to control, restrain, check
 - c. a chain or strap used on a horse
 - d. a market dealing in stocks and bonds

READING STANDARD M-27 – ACTIVITY 2**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

(continued)

6. Daily newspapers provide the *key* to world events.
- a. a device used to unlock bolts
 - b. a thing that explains or solves something
 - c. tone of voice, pitch
 - d. sheet or books of answers
7. The kidnaper *dispatched* the hostages immediately.
- a. send away
 - b. put to death
 - c. dispose of quickly
 - d. a news story sent to a newspaper, radio station, etc.
8. Did the tiger *bare* its teeth at the zookeeper?
- a. without clothing, naked
 - b. empty
 - c. open to view, uncover, expose
 - d. simple, undecorated, plain
9. The announcer smilingly greeted the beautiful lady to the quiz *contest*.
- a. a fight, struggle, conflict, controversy
 - b. a race, game, debate involving competition
 - c. to try to disprove by argument
 - d. to fight for, struggle to keep
10. Did the Goths and Vandals react jubilantly when they *sacked* and burned the city of Rome?
- a. the looting of a captured city or town
 - b. a loose-fitting dress or shift
 - c. dismissal from a job
 - d. a large, coarse bag

READING STANDARD M-27 – ACTIVITY 3

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

DIRECTIONS: Read each sentence carefully. Select the definition that best defines the italicized word and write it on your own paper. Use a dictionary to verify your answers.

1. They had to page the doctor while she was visiting *patients* in the hospital.
 - a. able to wait calmly for something desired
 - b. a person receiving care or **treatment**
 - c. steady, diligent, perserving
 - d. to bear or endure pain, trouble, etc.
2. Our friend Brian *chaired* the meeting at the bowling alley yesterday.
 - a. position of a musician in an orchestra
 - b. a piece of furniture
 - c. **preside** in a seat of authority
 - d. an important or official position
3. A *veneer* of furniture refers to an overlaid finish of finer wood.
 - a. to cover with a thin layer of wood
 - b. a superficial appearance or display
 - c. a person who covers furniture
 - d. one of the thin layers of wood used for making plywood
4. The sergeant at the desk tried to *book* the offender.
 - a. a long printed work
 - b. to engage ahead of time
 - c. to write the name and offense on the official record
 - d. the words of an opera or musical play
5. The wrestler tried to *pin* his opponent in two seconds flat.
 - a. a peg of wood, metal, etc.
 - b. something worthless or insignificant, trifle
 - c. to hold firmly in one place or position
 - d. an ornament, badge, or emblem

READING STANDARD M-27 – ACTIVITY 3**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

(continued)

6. Two rangers were burned fighting a *brush* fire in the forest.
- a. sparsely settled country covered with scrubs
 - b. a device having hairs or wires
 - c. a light, grazing stroke or rub
 - d. a short, quick action or movement
7. The negotiating team for the union accepted a wage *freeze* to cut future costs.
- a. preserve through refrigeration
 - b. become cold or unfriendly
 - c. form into ice
 - d. to fix at a specific level (prices, taxes, employment, etc.)
8. The gossip's question showed she was *fishing* for spicy rumors.
- a. to try to get something indirectly or by cunning
 - b. the flesh of a water animal used as food
 - c. any of a large group of animals living under water
 - d. a piece of wood or metal used for strengthening
9. The book was *bound* with heavy tape and cord.
- a. ready to go, prepared
 - b. tied
 - c. a springing back, rebound
 - d. to move with a leap
10. He showed them a scale *model* of the future shopping center.
- a. a small copy or imitation of an existing object
 - b. a person or thing considered as a standard of excellence
 - c. a style or design
 - d. a person who poses for an artist or photographer

READING STANDARD M-27 – ACTIVITY 4

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

EXPLANATION: Determining word meanings by using context clues.

DIRECTIONS: Read the word and the definition given for it. Then read each sentence. Use context clues to determine the meaning of the italicized word in each sentence. Write the meaning on your own paper.

1. *Set* - resolved; number of things belonging together; put
 - a. Allen *set* the package on the desk. _____
 - b. We need three volumes to complete the *set*. _____
 - c. Mable was *set* on finishing the project today. _____

2. *Act*- play a part; behave; do something
 - a. Inconsiderate people sometimes *act* thoughtfully. _____
 - b. Dante wants to *act* in the class play. _____
 - c. A person must learn to *act* quickly in unexpected situations. _____

3. *Meet*- assemble; pay; be introduced to
 - a. Dilworth wants to *meet* my sister Jill. _____
 - b. The legislature will *meet* in 1980. _____
 - c. The woman could not *meet* her debts. _____

4. *Run*- cause to keep operating; go faster than walking; ravel
 - a. Please do not *run* in the school corridors. _____
 - b. Silk or nylon hose will *run* when snagged. _____
 - c. Batteries are used to *run* the computer baseball game. _____

5. *Give*- utter; yield; offer
 - a. The tag on the jacket *gives* the cleaning directions. _____
 - b. The dog may *give* a little whimper when she gets her distemper shot. _____
 - c. Press the handle firmly to make the door *give*. _____

READING STANDARD M-27 – ACTIVITY 5**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

DIRECTIONS: Write the letter of the definition that best defines the italicized word in each sentence. Use your own paper.

1. Seeking the cause of the fire, the investigators *ransacked* the building for clues.
 - a. carried away
 - b. destroyed
 - c. plundered
 - d. searched thoroughly
2. The police will make every effort to *ascertain* the truth.
 - a. hide
 - b. prove
 - c. find out
 - d. take advantage of
3. A fat person is *obese*.
 - a. underweight
 - b. overweight
 - c. very tiny
 - d. very tall
4. It is comforting to have a friend who is *sincere*.
 - a. deceitful
 - b. honest
 - c. brave
 - d. friendly
5. Because Tammie is *affable*, she has made many friends easily.
 - a. deceitful
 - b. honest
 - c. brave
 - d. friendly

READING STANDARD M-27 – ACTIVITY 5**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

(continued)

6. A large sum of money was raised for the health clinic by the supervisor's *influential* friends.
- a. powerful
 - b. honest
 - c. nervous
 - d. impatient
7. Some of the *necessities* of survival are food, shelter, and clothing.
- a. extravagances
 - b. needs
 - c. courses
 - d. luxuries
8. What was *exceptional* about the weather this year was the heavy rainfall.
- a. exciting
 - b. common
 - c. sad
 - d. uncommon
9. An *understanding* was reached when we heard both sides of the story.
- a. loan
 - b. agreement
 - c. law
 - d. disagreement
10. During the last storm, the food supply was more than *ample*.
- a. used up
 - b. stored up
 - c. plentiful
 - d. scarce

READING STANDARD M-27 – ACTIVITY 6

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

DIRECTIONS: Read the paragraphs below. Choose the correct dictionary definition for each of the italicized words. Write the letter of the correct answer on your own paper.

A.

People today are used to rapidly changing fashion in *apparel*. One reason for the swift changes in clothing styles today is the great variety of choice available.

In addition to traditional fabrics and natural colorings, man-made fibers and *synthetic* dyes are available. Man can draw upon all the ideas about clothing that history has recorded and select the cloth, color, and design that most appeal to him.

1. apparel

- a. clothing
- b. transportation
- c. apparatus

2. synthetic

- a. traditional
- b. natural
- c. man-made

B.

A carry-over from former fashion is the use of buttons on the sleeves of men's suitcoats. Because they no longer button and unbutton anything, they may seem to be just *adornment* now. But they are the *relics* of an age when stylish men wore long flowing cuffs. The function of the buttons was to keep the cuffs out of the way when the men engaged in work or swordplay.

3. adornment

- a. dignity
- b. respect
- c. decoration

4. relics

- a. bones
- b. remnants
- c. fabrics

READING STANDARD M-27 – ACTIVITY 6

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

(continued)

C.

To some people it seems that one of the most *inconstant* things about fashions is the length and shape of women's skirts.

The *points* on some shoes were two or three feet long. They became such a *hazard* in walking that the wearers began to chain the points to their ankles or knees to keep from *constantly* tripping themselves.

5. inconstant

- a. changeable
- b. reliable
- c. traditional

6. points

- a. a place
- b. the sharp or projecting end of something
- c. indicate by direction

7. hazard

- a. risk
- b. fog
- c. pleasure

8. constantly

- a. changing
- b. remaining the same
- c. traditional

D.

Much of the clothing of the past was quite *sober* in color and simple in style.

In the past when men's coats were longer and riding horseback was the normal *mode* of transportation, a split permitted horsemen to spread their coattails when riding.

9. sober

- a. bright
- b. expensive
- c. quiet

10. mode

- a. means
- b. price
- c. length

READING STANDARD M-27 – ACTIVITY 7**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

EXPLANATION: Determining word meanings by using specific context clues.**DIRECTIONS:** Read each sentence carefully. Select the letter of the word that best defines each italicized word in each sentence. Use your own paper.

1. Mark seemed *determined* to make all A's for the first semester.
 - a. chosen
 - b. unlikely
 - c. firm and fixed in purpose
2. The rock singer announced his final selection, but the applause caused his words to be *inaudible*.
 - a. only half finished
 - b. only half heard
 - c. only half seen
 - d. dismissed
3. Your way of introducing your friend at the party was not only stupid but *awkward* because you embarrassed her.
 - a. foolish
 - b. clumsy
 - c. sneaky
 - d. witty
4. A survey of breakfast cereals revealed that most of them did not have any nutritional value for *adolescents* and adults.
 - a. infants
 - b. ball players
 - c. aged persons
 - d. teen-agers
5. Victory produces a feeling of *elation*.
 - a. relief
 - b. generosity
 - c. happiness
 - d. sadness

READING STANDARD M-27 – ACTIVITY 7

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

(continued)

6. He suffered deep *remorse* for his wrongdoing.
- a. regret or sadness
 - b. happiness
 - c. fear
 - d. sin
7. On Halloween, the *apparitions* of witches on brooms sail across the yellowed moon.
- a. rows
 - b. fears
 - c. ghosts
 - d. great number
8. Driving with poor brakes and worn tires can be extremely *hazardous*.
- a. safe
 - b. boring
 - c. sensible
 - d. dangerous
9. Because he was *timid*, he was afraid to face strangers.
- a. intelligent
 - b. shy
 - c. gracious
 - d. handsome
10. There was nothing further to discuss, so the president *adjourned* the meeting.
- a. continued
 - b. started
 - c. scolded
 - d. ended

ACTIVITY

ANSWER

KEY

M-27 - Reading Standard

Activity 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1) a | 2) b | 3) b | 4) a | 5) d |
| 6) c | 7) e | 8) a | 9) c | 10) a |
| 11) b | 12) c | 13) a | 14) b | 15) d |

Activity 2

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) d | 3) d | 4) d | 5) b |
| 6) b | 7) c | 8) c | 9) b | 10) a |

Activity 3

- | | | | | |
|------|------|------|------|-------|
| 1) b | 2) c | 3) a | 4) c | 5) c |
| 6) a | 7) d | 8) a | 9) b | 10) a |

Activity 4

- 1) Set a. put b. number of things belong together c. resolved
- 2) Act a. behave b. play a part c. do something
- 3) Meet a. be introduced to b. assemble c. pay
- 4) Run a. go faster than walking b. travel c. cause to keep operating
- 5) Give a. offer b. utter c. yield

Activity 5

- | | | | | |
|------|------|------|------|-------|
| 1) d | 2) c | 3) b | 4) b | 5) d |
| 6) a | 7) b | 8) d | 9) b | 10) c |

Activity 6

- | | | | | |
|------|------|------|------|-------|
| 1) a | 2) c | 3) c | 4) b | 5) a |
| 6) b | 7) a | 8) b | 9) c | 10) a |

Activity 7

- | | | | | |
|------|------|------|------|-------|
| 1) c | 2) b | 3) b | 4) d | 5) c |
| 6) a | 7) c | 8) d | 9) b | 10) d |

READING STANDARD M-27 – EVALUATION I**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

DIRECTIONS: Read each sentence carefully and select the letter of the correct definition for each italicized word.

1. The flicking candle was just bright enough to *light* the way.
 - a. a source of illumination
 - b. to illuminate
 - c. bright or pale; not dark
2. *Group* the people so that everybody can be introduced to someone new.
 - a. a number of individuals assembled together
 - b. to cluster or assemble
 - c. shared by all the numbers
3. The shifting sands of the *desert* quickly covered the camel's footprints.
 - a. leave, forsake
 - b. dry, barren area
4. She was a skilled fencer. When she posed with her *foil*, no one in her class looked better.
 - a. metallic substance made into very thin sheets
 - b. a sword used in fencing
5. There was an unfriendly *atmosphere* at the union meeting.
 - a. influence of surrounding conditions
 - b. air around the earth

READING STANDARD M-27 – EVALUATION II

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

DIRECTIONS: Read each sentence carefully and select the letter of the correct definition for each italicized word.

1. All work was *suspended* until more workers arrived.
 - a. stopped for a while
 - b. hang down by attaching to something above
 - c. remove or exclude

2. I *detest* sharing my textbook.
 - a. hate
 - b. to curse by calling the gods to witness
 - c. execrate

3. "I'll *grill* you until I get the answer," said the policeman.
 - a. to cook over open flame or fire
 - b. to ask questions intensely
 - c. a large griddle

4. The farmers began to *fork* the hay into the hayloft.
 - a. a place where the road divides
 - b. lift or throw with a fork
 - c. eating utensil

5. Carolyn's friends arrived in the hotel's horsedrawn *carriage*.
 - a. a four-wheeled passenger vehicle
 - b. a way of holding the head and body
 - c. conduct; behavior

READING STANDARD M-27 – EVALUATION III**SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT**

DIRECTIONS: Choose the best meaning of the italicized word in each sentence. Write the letter of the correct answer on your own paper.

1. John forgot to replace the bottle cap, so the soft drink was *flat*.
 - a. tasty
 - b. lacking fizz
 - c. lacking depth
 - d. rough

2. Joe's head injury left him in a *state* of confusion.
 - a. condition
 - b. order
 - c. territory
 - d. system

3. Mary continued to *rap* on the door.
 - a. write
 - b. ~~push~~
 - c. knock
 - d. mark

4. Even though Sally would not believe it, we knew she was *bound* to receive the award.
 - a. certain
 - b. headed
 - c. extended
 - d. believed

5. Our community decided to *launch* a program to end speeding in our town.
 - a. ship
 - b. put to sea
 - c. set in operation
 - d. land

READING STANDARD M-27 – EVALUATION IV

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

DIRECTIONS: Choose the best meaning of the italicized word in each sentence. Write the letter of the correct answer on your own paper.

1. Be sure to *seal* the envelope before you mail it.
 - a. to secure or close tightly
 - b. decorative stamp
 - c. to assure, confirm
 - d. a marine animal
2. This is some *type* of mushroom.
 - a. form or a word or symbol
 - b. a printed character
 - c. member of a class or category
 - d. inherited features of an animal or breed
3. When the storm warning came, the captain headed for the closest *port*.
 - a. very sweet wines
 - b. a window in the side of a vessel
 - c. the left hand side of a vessel
 - d. a place where ships load and unload
4. The water *meter* showed that we used less water this month.
 - a. an instrument that measures a quantity consumed
 - b. poetic measure
 - c. fundamental unit of length
 - d. rhythmic element in music
5. Although her sister lived hundreds of miles away, she felt a strong *bond* to the family.
 - a. a cord or rope for tying something
 - b. firm assurance
 - c. written promise
 - d. something that unites individuals or peoples

EVALUATION ANSWER KEY

M-27 – Reading Standard

Evaluation I

1) b 2) b 3) b 4) b 5) a

Evaluation II

1) a 2) a 3) b 4) b 5) a

Evaluation III

1) b 2) a 3) c 4) a 5) c

Evaluation IV

1) a 2) c 3) d 4) a 5) d

M-28: Use an index to identify the location of information requiring the use of cross-references.

READING STANDARD M-28 — PREPARATORY SHEET 1
 USE AN INDEX TO IDENTIFY THE LOCATION OF INFORMATION
 REQUIRING THE USE OF CROSS-REFERENCES

EXPLANATION:

An index is an alphabetical list of names, subjects, etc., together with the page numbers where they appear in the text, usually placed at the end of a book or other publication. Study the index below.

DIRECTIONS: Write the best answer for each question on your own paper.

- Under what heading will you find pajamas for little boys?
 - Luggage
 - Loungewear
 - Boys
 - Novelties
- On which page will you find luggage for children?
 - 47, 48
 - 216, 217
 - 536, 567
 - 415
- On which page will you find a macrame kit?
 - 350
 - 500
 - 321
 - 99
- On which page will you find neck chains for your father?
 - 236, 237, 257
 - 2, 3, 127
 - 110, 111
 - 243, 252, 253
- On which page will you find long dresses for your rather plump five-year old daughter?
 - 2
 - 127
 - 90
 - 169

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Minimaps.....804	
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501, 518, 600	
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Radio.....808	
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488, 471	

READING STANDARD M-28 — ACTIVITY 2
USE AN INDEX TO IDENTIFY THE LOCATION OF INFORMATION
REQUIRING THE USE OF CROSS-REFERENCES

DIRECTIONS: Look at the sample catalog index and write the letter of the correct answer to the questions on your own paper.

A

A Frame Adapters, 914
 Flow
 AA Cell Batteries 1067
 Abdominal
 Supporters 291
 AC Recharge Kits 682
 Adding Machines &
 Supplies 788
 Adhesive Mounting
 Kits 1161, 1113
 Adult Scooter (Bathing
 & Accessories 888
 Air Chicks 888
 " Compressors
 840, 872
 " Conditioners 848
 " Deflectors 836, 845
 " Filters 888
 " Lowers, Auto 872
 " Mattresses 725
 " Pumps 867, 872
 " Shoes &
 " Accessories 913
 " Regulators,
 Compressors /
 832, 833
 " Scoops, Van 803
 " Shocks, Car
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 " Tanks 853
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 " Radar 900
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 graph 748

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 Anchoring Kits
 Storage Building 818
 Antennas 950-953
 Answering Systems
 Telephone 755
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 Auto 118
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 Antenna
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 Antennas 820
 Baby Seats &
 Harness Seats
 544, 545
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 Battery Chargers 817
 Bell Housings 860
 Bicycle Carriers 737
 Body Molding
 Kits 834
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 Brake Shoes 874, 875
 Brake Spring
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 Bumper Clamps 842
 Bumper Guards 826
 Burglar Alarms 835
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**AUTO SUPPLIES
(Cont.)**

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(Cont.)**

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- On which of the following pages would you find burglar alarms?
 - 816, 1,121
 - 840, 865
 - 835, 900
 - 828, 834
- Where would you look to find a carrier for the top of your car?
 - 868
 - 825
 - 755
 - 829
- Where would you look to find custom wheels for your car?
 - 753-755
 - 856, 984
 - 862, 1,064
 - 809-813
- All-weather coats come in a number of different sizes. How many different sizes are listed?
 - 5
 - 9
 - 3
 - 7
- Where would you look to find an attic fan?
 - 931
 - 860
 - 327
 - 755

ACTIVITY

ANSWER

KEY

M-28 – Reading Standard

Activity 1

- 1) A 2) B 3) D 4) D 5) A
6) A 7) B 8) C

Activity 2

- 1) C 2) D 3) D 4) B 5) A

READING STANDARD M-28 —EVALUATION I
USE AN INDEX TO IDENTIFY THE LOCATION OF INFORMATION
REQUIRING THE USE OF CROSS-REFERENCES

DIRECTIONS: Look at the sample catalog index and answer the questions which follow on your own paper.

1. Where would you look to find a filmstrip viewer?

a. 131-154
 b. 132-135
 c. 147-149
 d. 145-148

2. Where would you look to find a fire extinguisher?

a. 133
 b. 158
 c. 110
 d. 124

3. Where would you look to find a file cabinet for AV cards?

a. 100
 b. 270
 c. 94
 d. 158

4. On which page would you find fabric labels?

a. 117
 b. 44
 c. 68
 d. 37

5. Where would you look to find hand cleaner?

a. 193
 b. 98
 c. 133
 d. 110

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	Gift Bookplates 53, 54
	Gift Plaques 54
	Glass Cases 75, 114, 115
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	Gloves, World 134
	Gloves, Film Handling 94
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	Chairs 128
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READING STANDARD M-28 —EVALUATION II
USE AN INDEX TO IDENTIFY THE LOCATION OF INFORMATION
REQUIRING THE USE OF CROSS-REFERENCES

DIRECTIONS: Look at the sample catalog index and answer the questions which follow on your own paper.

1. How many different types of forms could you order from this company?

a. 5
 b. 8
 c. 2
 d. 6

2. Under which heading would you find chalk holders?

a. Chalk
 b. Hand Cleaners
 c. Holders
 d. School Supplies

3. Where would you look to find film can labels?

a. 111
 b. 45-49
 c. 135, 150
 d. 67

4. On which pages would you find folding tables?

a. 118, 119
 b. 111, 112
 c. 131, 132
 d. 90, 153

5. How many places could you look for coat hangers?

a. 3
 b. 2
 c. 1
 d. 5

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EVALUATION ANSWER KEY

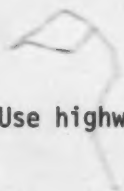
M-28 – Reading Standard

Evaluation I

1) C 2) D 3) D 4) D 5) D

Evaluation II

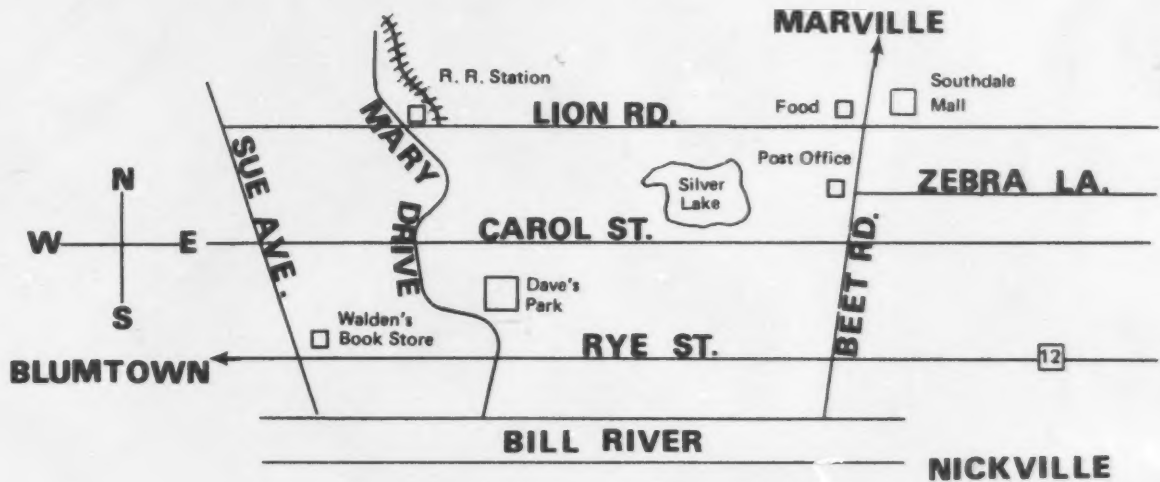
1) A 2) C 3) C 4) A 5) B



M-29: Use highways and city maps.

READING STANDARD M-29 – PREPARATORY SHEET 1
USE HIGHWAY AND CITY MAPS

DIRECTIONS: Study the map, and write the letter of the correct answer to the question on your own paper.



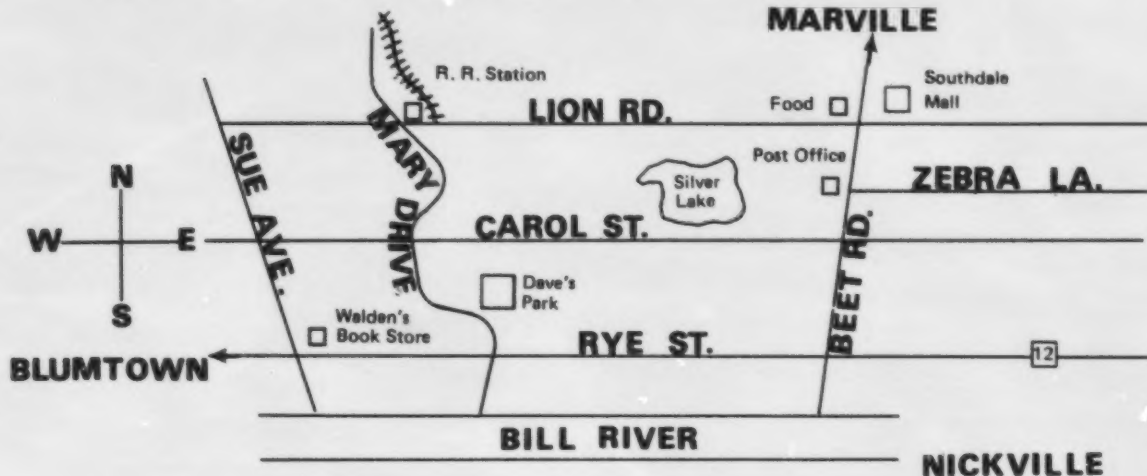
Example:

You want to travel from Walden's Book Store to the Southdale Mall. Select the best route.

- a. North on Sue Avenue, South on Carol.
- b. East on Rye Street, north on Beet Road.
- c. East on Rye Street, north on Mary Drive.
- d. North on Mary Drive, west on Lion Road.

READING STANDARD M-29 – ACTIVITY 1
USE HIGHWAY AND CITY MAPS

DIRECTIONS: Look at the map of Nickville and read the paragraph below. Then, using your own paper, answer the questions.



Abbreviations are one way of giving information. An abbreviation is a short form of a word. It is usually followed by a period. Abbreviations are often used on street signs and maps since they take up less space than the whole name. A few common abbreviations used are:

Ave. - Avenue
 St. - Street

Rd. - Road
 R.R. - Railroad

Dr. - Drive
 La. - Lane

Look at the above map of Nickville. Find the abbreviations and answer the questions which follow. Write the abbreviations and what they mean on your own paper.

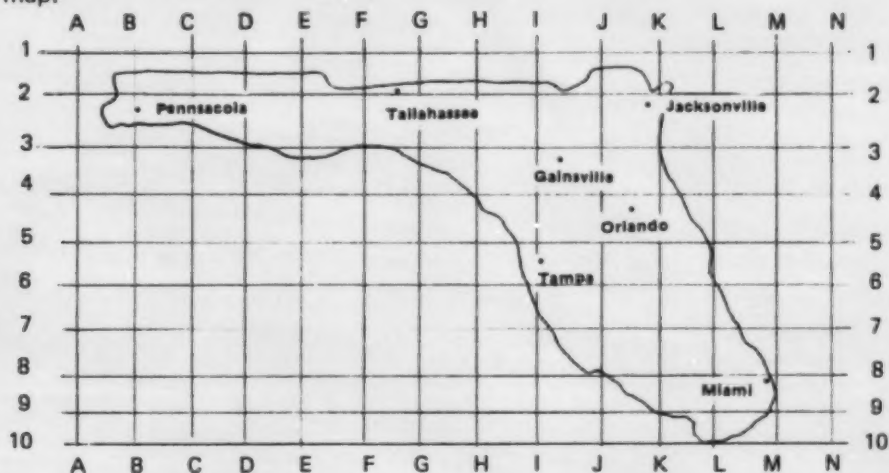
1. Going east on Carol St., you take a left on Beet _____ to go to the post office.
2. Walden's Book Store is located on Rye _____
3. B & D Railroad starts at _____ Station.
4. Route 12 is also known as (Carol Street, Rye Street, Lion Road).
5. Marville is (north, south, east, west) of Nickville.
6. The railroad station is at the corner of (Lion Road and Beet Road, Rye Street and Mary Drive, Lion Road and Mary Drive).
7. The street going to Blumtown is (Lion Road, Beet Road, Rye Street).
8. Bill River is located at the (top, bottom, left, right) of the map. This is on the (north, south, east, west) side of town.
9. You live on Carol Street on Silver Lake. Describe how you would go to Walden's Book Store. Take the most direct route.

READING STANDARD M-29 – ACTIVITY 2 **USE HIGHWAY AND CITY MAPS**

DIRECTIONS: Read the following and look at the map of the State of Florida below.
 Answer the questions following on your own paper.

When you look at a any map, the top is always north, the right side is east, the left side is west, and the bottom is south. Just to remind you of these directions, each map has a compass.

Letters and numbers also appear on maps. If you look closely at a map, you will see letters beginning with "A" at the top and at the bottom. You will also see numbers beginning with "1" on both sides. (Find these letters and numbers on the map below.) Many maps connect these letters and numbers with lines. These lines form a series of squares called a grid. When this grid is used on a map, it helps you locate cities quickly. If you are planning to travel from one city to another, you should locate where you are and where you want to go on the map.



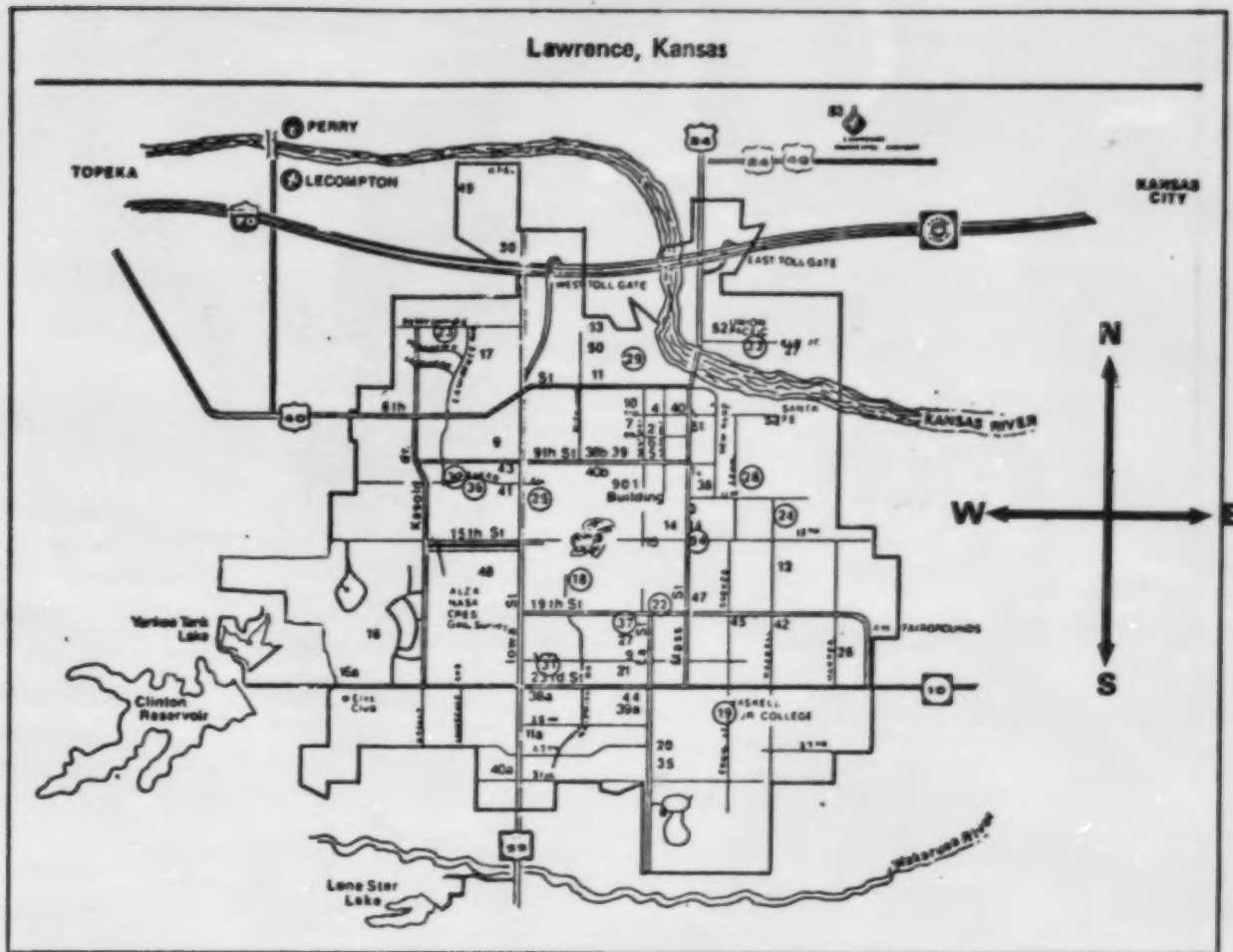
1. Name a city which is located in the following sections of the state:
 - a. northern-most part _____
 - b. southern part _____
 - c. far western part _____
 - d. north-eastern part _____
 - e. center of the state _____
2. Which two grid points meet at Pensacola?
3. Which two grid points meet near Miami?
4. Find the city nearest to 3.
5. Which are the closest grid points to the following:

Tallahassee _____

Tampa _____

READING STANDARD M-29 – ACTIVITY 3
USE HIGHWAY AND CITY MAPS

DIRECTIONS: Use the following map and key to answer the questions on the following page.
Write the correct answer on your own paper.



KEY

- | | |
|---------------------------|----------------------------------|
| 1 City Hall | 14 South Park |
| 2 Police - Fire Depts. | 15 University Park |
| 3 County Court House | 16 Alvamar Hills Golf Course |
| 4 Post Office | 16a Alvamar Tennis and Swim Club |
| 5 Library | 17 Lawrence Country Club |
| 6 Chamber of Commerce | 18 University of Kansas |
| 7 Municipal Swimming Pool | 19 Haskell Jr. College |
| 8 Broken Arrow Park | 20 Broken Arrow Grade School |
| 9 Centennial Park | 21 Centennial Grade School |
| 10 Central Park | 22 Cordley Grade School |
| 11 Clinton Park | 23 Deerfield Grade School |
| 12 Edgewood Park | 24 East Heights Grade School |
| 13 Lincoln Park | 25 Hillcrest Grade School |
| | 26 Kennedy Grade School |

READING STANDARD M-29 – ACTIVITY 3
USE HIGHWAY AND CITY MAPS

(Cont.)

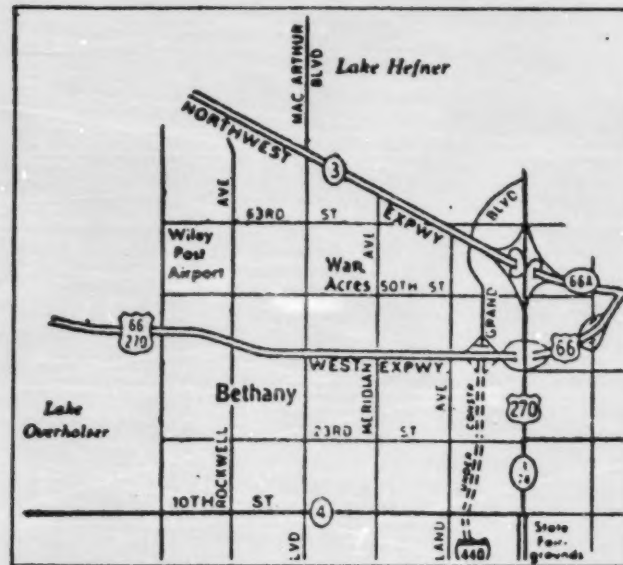
Using the map on the preceding page, answer the following questions:

1. The Kansas River runs in a generally (*east/west, north/south*) direction.
2. Haskell Jr. College is located _____ of Route 10.
3. Lone Star Lake is (*east, west*) of Clinton Reservoir.
4. Alvarmar Tennis and Swim Club is very near the _____ Club.
5. Topeka is _____ of Lawrence.
6. The Wakarusa River is in what direction from Lawrence? _____
7. Route 24 crosses what river? _____
8. 15th Street runs between Kasold Drive and _____ Street.
9. What street becomes Route 40? _____
10. Which is larger?
_____ a. Yankee Tank Lake
_____ b. Clinton Reservoir
11. The University of Kansas is
_____ a. on the edge of Lawrence.
_____ b. in the center of Lawrence.
_____ c. south of Lawrence.
12. East Heights Grade School is _____ of 15th Street.

READING STANDARD M-29 – ACTIVITY 4
USE HIGHWAY AND CITY MAPS

DIRECTIONS: Study the map below. It shows part of Oklahoma City. Choose the correct answer and write it on your own paper.

Remember, North is toward the top of the page unless you are told otherwise.



1. 50th Street runs (*east-west, north-south*).
2. 63rd Street is (*two, three*) blocks (*north, south*) of West Expressway.
3. Lake Overholser is (*east, west*) of Rockwell Avenue.
4. Route 66 and 66A (*meet, cross*).
5. Grand Boulevard is under construction (*north, south*) of West Expressway.
6. The Northwest Expressway is (*narrower, wider*) than Route 4.

READING STANDARD M-29 – ACTIVITY 5
USE HIGHWAY AND CITY MAPS

TEACHER DIRECTIONS: Request highway and city maps from a service station or from AAA. Ask students to work in groups of two or three. Call attention to the map legend and the information given:

- scale of miles
- highway markers
- special features

Depending on the maps you have, ask students to specify the route they would take from where they live to a specified location. For example, on a map of the city of Miami, have them write how they would get from their home to the Miami International Airport. On a map of the state of Florida, have them write how they get from Miami to Walt Disney World.

SUGGESTED WORKSHEET:

DIRECTIONS: Fill in start and destination, then the route.

	Start _____		Destination _____
	Road	Direction	Road/St./Ave./Hwy.
1.	_____	N S E W	to _____
2.	_____	N S E W	to _____
3.	_____	N S E W	to _____

ACTIVITY

ANSWER

KEY

M-29 – Reading Standard

ACTIVITY 1:

- | | |
|-------------------|---|
| 1. Rd. Road | 6. Lion Road, Mary Drive |
| 2. St. Street | 7. Carol Street |
| 3. R. R. Railroad | 8. bottom, south |
| 4. Rye Street | 9. Carol St west to Sue Ave. South on Sue to Neda's |
| 5. North | |

ACTIVITY 2:

1. Tallahassee, Jacksonville, Pensacola
2. 2B
3. 8M
4. Gainesville
5. 2F, 5I

ACTIVITY 3:

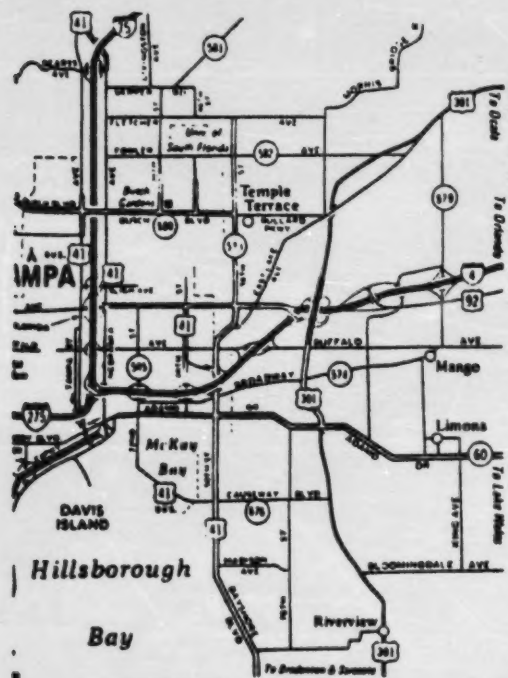
- | | |
|--------------|-----------------|
| 1. east/west | 7. Kansas River |
| 2. south | 8. Iowa Street |
| 3. east | 9. 6th |
| 4. Elks Club | 10. B |
| 5. west | 11. B |
| 6. South | 12. North |

ACTIVITY 4:

- | | |
|---------------|----------|
| 1. east west | 4. meet |
| 2. two, north | 5. South |
| 3. west | 6. wider |

ACTIVITY 5 – Teacher Check

READING STANDARD M-29 – EVALUATION I
USE HIGHWAY AND CITY MAPS

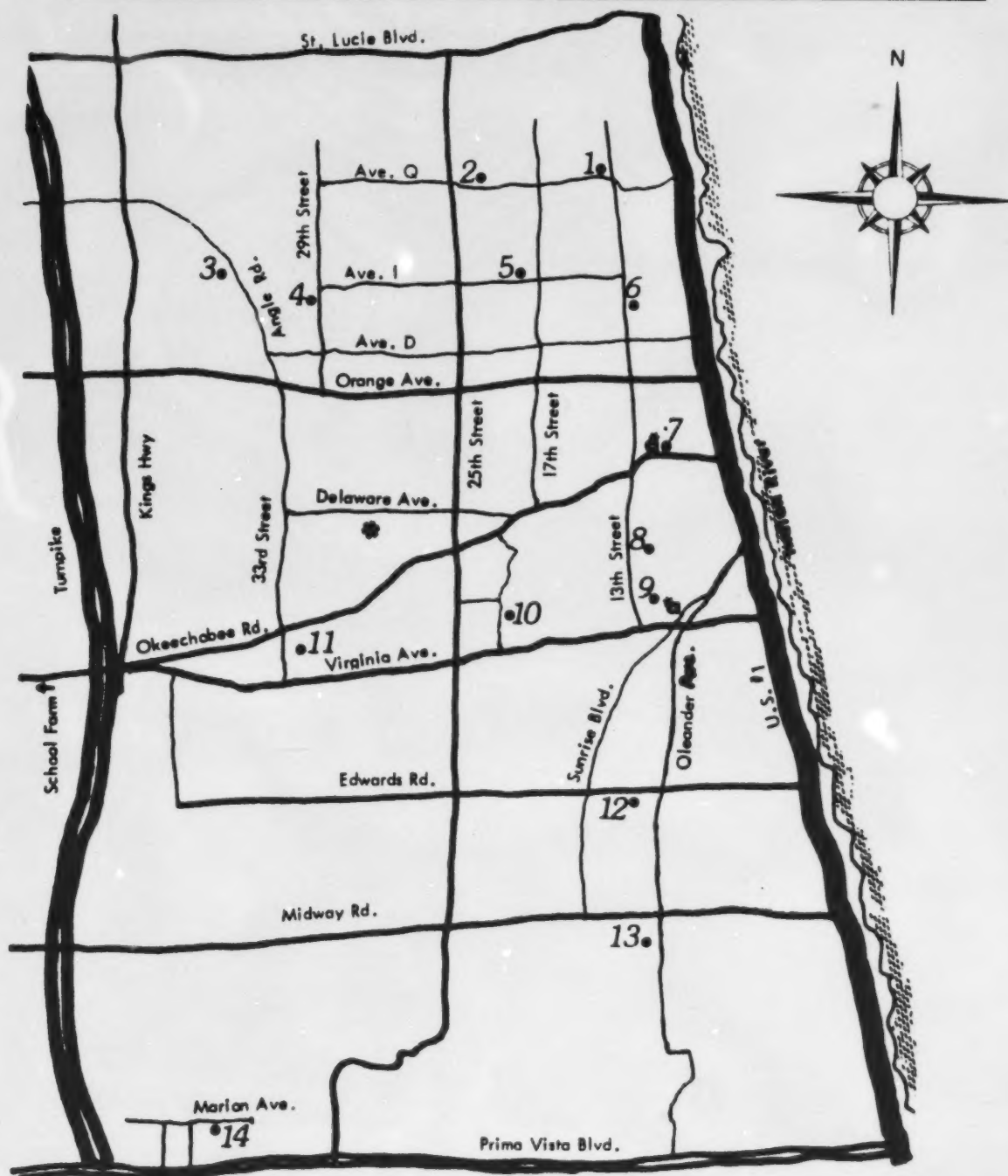


1. Susan is driving north on Bayshore Boulevard. What route is she on?
 - a. 301
 - b. 41
 - c. 574
 - d. 580
2. From Riverview, what route(s) should one take to reach Busch Gardens?
 - a. 301 N, 580 W.
 - b. 41 N.
 - c. 275 N.
 - d. 585 N., 4 W.
3. A man is driving south on 301. Which direction should he turn on Adamo Drive in order to find King Avenue?
 - a. north
 - b. left
 - c. south
 - d. right



4. What direction is Mr. Johnson driving when he travels from Tallevast to Samoset?
 - a. south
 - b. north
 - c. east
 - d. west
5. Bill lives in Trailer Estates. He wants to visit his friend in Cedar Hammock. He will turn left on which road?
 - a. Manatee Avenue
 - b. County Line Road
 - c. De Soto Road
 - d. Cortez Road

READING STANDARD M-29 – EVALUATION II
USE HIGHWAY AND CITY MAPS



- | | | | |
|---------------------------|-----|----------------------|-------------------------------|
| 1. F. K. Sweet Elementary | *a. | Publications Center | 11. Fairlawn Elementary |
| 2. Garden City Elementary | . | Student Services | 12. Ft. Pierce Central High |
| 3. Westwood High School | 8. | Dan McCarty Middle | 13. White City Elementary |
| 4. C. A. Moore Elementary | 9. | St. Lucie Elementary | 14. Port St. Lucie Elementary |
| 5. Lincoln Park School | *a | Teacher Center | |
| 6. Means Court | 10. | Lawnwood Elementary | |
| 7. Ft. Pierce Elementary | * | Central Office | |

READING STANDARD M-29 — EVALUATION II
USE HIGHWAY AND CITY MAPS

(Cont.)

DIRECTIONS: Study the location map and answer the following questions on your own paper.

1. Bobbie is driving east on Virginia Avenue. Which direction should she turn on 25th Street to reach Garden City Elementary?
 - a. south
 - b. right
 - c. left
 - d. west

2. Mr. Jones is at Garden City Elementary. What street will lead him to F.K. Sweet Elementary?
 - a. 25th Street
 - b. Avenue D
 - c. 13th Street
 - d. Avenue Q

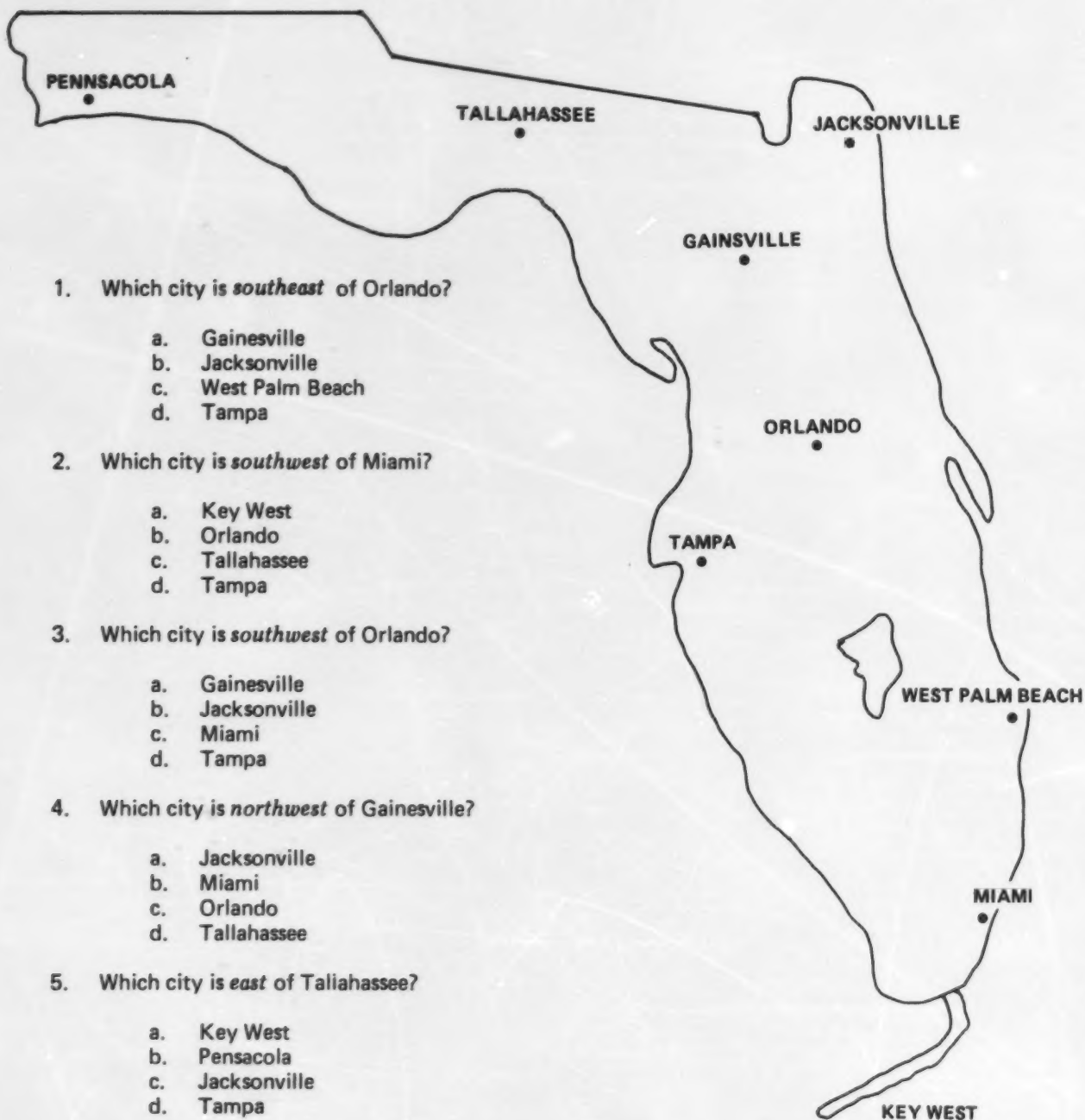
3. To drive from Fairlawn Elementary to Lawnwood Elementary, you could turn left on which road?
 - a. Okeechobee Road
 - b. Virginia Avenue
 - c. Delaware Avenue
 - d. Edwards Road

4. To get to Westwood High School by driving west on Orange Avenue one turns right on:
 - a. 29th Street
 - b. Kings Highway
 - c. Angle Road
 - d. 25th Street

5. Which two roads could one take between White City Elementary and Ft. Pierce Central?
 - a. Virginia Avenue or Edwards Road
 - b. Virginia Avenue or U.S. 1
 - c. Midway Road or U.S.1
 - d. Sunrise Blvd. or Oleander Avenue

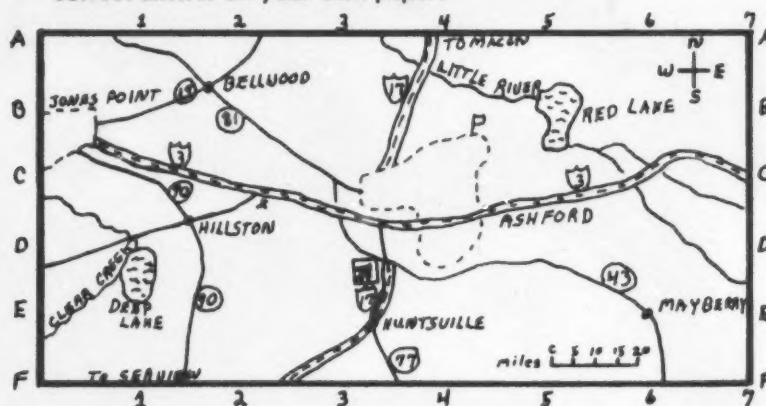
READING STANDARD M-29 – EVALUATION III
USE HIGHWAY AND CITY MAPS

DIRECTIONS: Use the map below to answer questions 1-5. Write the letter of the correct answer on your own paper.



READING STANDARD M-29 — EVALUATION IV
USE HIGHWAY AND CITY MAPS

DIRECTIONS: Study the map below. Answer the questions and write the letter of the correct answer on your own paper.



1. Which town is found at the intersection of Interstate Highway 17 and State Highway 77?
 - a. Bellwood
 - b. Ashford
 - c. Jones Point
 - d. Huntsville
2. Which interstate highway lies in an east-west direction, going directly through Ashford?
 - a. Highway 17
 - b. Highway 43
 - c. Highway 3
 - d. Highway 81
3. The Ashford Airport is located at the intersection of highways:
 - a. 17 and 43
 - b. 41 and 3
 - c. 14 and 81
 - d. 43 and 77
4. On what state highway would you travel going south from Hillston to Seaview?
 - a. 81
 - b. 3
 - c. 43
 - d. 90
5. What town is found at the grid points E6?
 - a. Jones Point
 - b. Hillston
 - c. Huntsville
 - d. Mayberry

EVALUATION ANSWER KEY

M-29 – Reading Standard

EVALUATION 1:

1) b 2) a 3) b 4) b 5) d

EVALUATION 2:

1) c 2) d 3) b 4) c 5) d

EVALUATION 3:

1) c 2) a 3) d 4) d 5) c

EVALUATION 4:

1) d 2) c 3) a 4) d 5) d

M-30: Use a transportation schedule to
locate specific information.

READING STANDARD M-30 – PREPARATORY SHEET 1
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Study the schedule and answer the questions on your paper.

TRAIN SCHEDULE			
FROM: MIAMI		TO: ATLANTA	
Leave	Arrive	Train No.	Stops
8:00 AM	11:30 PM	24	10
9:30 AM	10:00 PM	176	2
10:30 AM	2:45 AM	32	6
12:00 N	11:30 PM	253	Non-stop

1. Using the schedule above, determine which train number would get you from Miami to Atlanta in the shortest amount of time.

- a. 24
- b. 176
- c. 32
- d. 253

READING STANDARD M-30 – ACTIVITY 1
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Using the *List of Fares* answer the following questions on your own paper.

1. What is the one way, first class fare from Miami, Florida, to Chicago, Illinois?

2. What is the round trip, coach fare for a military person traveling from Miami, Florida, to Washington, D.C.?

3. What is the round trip, first class fare from Miami, Florida, to Baltimore, Maryland?

4. What is the round trip, coach/night fare from Miami, Florida, to Philadelphia, Pennsylvania?

5. What is the one way, coach/night fare from Miami, Florida, to St. Louis, Missouri?

6. What is the round trip, coach, weekend, off-peak travel fare from Miami, Florida, to San Juan, Puerto Rico? (excluding tax)

7. What is the one way, first class fare from Ft. Lauderdale, Florida, to Buffalo, New York?

8. What is the round trip, first class fare from Ft. Lauderdale, Florida, to Pittsburgh, Pennsylvania?

9. What is the one way, coach fare from Ft. Lauderdale, Florida, to Atlanta, Georgia?

10. What is the one way, first class, night fare from Ft. Lauderdale, Florida, to Boston, Massachusetts?

READING STANDARD M-30 – ACTIVITY I
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

(Cont.)

LIST OF FARES

from FT. LAUDERDALE/HOLLYWOOD to

OW – One Way
RT – Round Trip

FARE CLASS	ATLANTA	BALTIMORE	BOSTON	BUFFALO	CHICAGO	NEW YORK/ NEWARK	PHILADEL- PHIA	PITTSBURGH	TAMPA	WASHINGTON
F OW	110.00	152.00	190.00	182.00	182.00	171.00	162.00	162.00	54.00	152.00
Y OW	71.00	95.00	119.00	114.00	114.00	107.00	101.00	101.00	36.00	95.00
FN OW	71.00	95.00	119.00	114.00	114.00	107.00	101.00	101.00	36.00	95.00
YN OW	57.00	76.00	95.00	91.00	91.00	86.00	81.00	81.00	29.00	76.00
YM OW	53.00	71.00	89.00	86.00	86.00	80.00	76.00	76.00	27.00	71.00
YEB RT	106.00	142.00	179.00	171.00	171.00	160.00	152.00	152.00	54.00	142.00
YCHE40 RT	71.00	95.00	119.00	114.00	114.00	107.00	101.00	101.00	36.00	95.00
YHE40 RT	121.00	161.00	202.00	194.00	194.00	182.00	172.00	172.00	61.00	161.00
YLE40 RT	114.00	152.00	190.00	182.00	182.00	171.00	162.00	162.00	58.00	152.00
YNLE40 RT	106.00	142.00	179.00	171.00	171.00	160.00	152.00	152.00	54.00	142.00
YG10 RT	114.00	152.00	190.00	182.00	182.00	171.00	162.00	162.00	58.00	152.00
YG49 RT	95.00	127.00	159.00	152.00	152.00	143.00	135.00	135.00	45.00	127.00
YLV28 RT	95.00	127.00	159.00	152.00	152.00	143.00	135.00	135.00	45.00	127.00

from MIAMI to

OW – One Way
RT – Round Trip

FARE CLASS	ATLANTA	BALTIMORE	BOSTON	CHICAGO	HARTFORD	NEW ORLEANS	NEW YORK/ NEWARK	ORLANDO	PHILADEL- PHIA	PITTSBURGH
F OW	110.00	152.00	190.00	182.00	182.00	119.00	171.00	54.00	162.00	162.00
Y OW	71.00	95.00	119.00	114.00	114.00	77.00	107.00	36.00	101.00	101.00
FN OW	71.00	95.00	119.00	114.00	114.00	77.00	107.00	36.00	101.00	101.00
YN OW	57.00	76.00	95.00	91.00	91.00	62.00	86.00	29.00	81.00	81.00
YM OW	53.00	71.00	89.00	86.00	86.00	58.00	80.00	27.00	76.00	76.00
YEB RT	106.00	142.00	179.00	171.00	171.00	160.00	152.00	54.00	162.00	162.00
YCHE40 RT	71.00	95.00	119.00	114.00	114.00	77.00	107.00	36.00	101.00	101.00
YHE40 RT	121.00	161.00	202.00	194.00	194.00	131.00	182.00	61.00	172.00	172.00
YLE40 RT	114.00	152.00	190.00	182.00	182.00	123.00	171.00	58.00	162.00	162.00
YNLE40 RT	106.00	142.00	179.00	171.00	171.00	116.00	160.00	54.00	152.00	152.00
YG10 RT	114.00	152.00	190.00	182.00	182.00	123.00	171.00	58.00	162.00	162.00
YG49 RT	95.00	127.00	159.00	152.00	152.00	103.00	143.00	45.00	135.00	135.00

FARE CLASS	ST. LOUIS	SAN JUAN, PUERTO RICO	TAMPA	WASHINGTON
F OW	170.00	105.00	54.00	152.00
YHW OW	84.00	84.00	36.00	95.00
YHX OW	84.00	84.00	36.00	95.00
Y OW	106.00	72.00	36.00	95.00
YLV OW	84.00	84.00	36.00	95.00
YLVX OW	84.00	84.00	36.00	95.00
FN OW	106.00	72.00	36.00	95.00
YN OW	85.00	72.00	29.00	76.00
YM OW	80.00	72.00	27.00	71.00
YEB RT	159.00	105.00	54.00	142.00
YCHE40 RT	106.00	72.00	36.00	95.00
YHE40 RT	180.00	105.00	61.00	161.00
YLE40 RT	170.00	105.00	58.00	152.00
YNLE40 RT	159.00	105.00	54.00	142.00
YG10 RT	170.00	105.00	58.00	152.00
YG49 RT	141.00	105.00	45.00	127.00

FARE CLASSIFICATIONS:

CH – child	N – night
E – excursion	OW – one way
F – first class	RT – round trip
FN – first class/night	V – group inclusive tour
G – group	W – weekend
H – peak travel	X – weekday
IT – inclusive tour	Y – coach
L – off-peak travel	YN – coach/night
M – military	

Examples:

YCHE	Y = coach; CH = child; E = excursion
FNLY	FN = first class/night; L = off-peak; X = weekday
YWG	Y = coach; W = weekend; G = group;
V	V = group inclusive tour

READING STANDARD M-30 — ACTIVITY 2

USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Study the Airline Schedule and answer the questions on your own paper.

BUSINESS TAKES OFF

On the
Only
Thru Flights
to Denver



DALLAS-FORT WORTH

THE ONLY NON-STOP

10 DAILY BRANIFF FLIGHTS
INCLUDING 6 NON-STOP.

LEAVE	ARRIVE	SERVICE
Fort Lauderdale		
9:05 a.m.	10:45 a.m.	Non-stop
1:30 p.m.	3:50 p.m.	One-stop
3:30 p.m.	5:55 p.m.	One-stop
6:00 p.m.	8:25 p.m.	One-stop
Miami		
8:20 a.m.	10:45 a.m.	One-stop
10:00 a.m.	11:45 a.m.	Non-stop
11:20 a.m.	1:45 p.m.	One-stop
1:00 p.m.	2:45 p.m.	Non-stop
2:05 p.m.	3:45 p.m.	Non-stop
4:05 p.m.	5:50 p.m.	Non-stop
6:30 p.m.	8:10 p.m.	Non-stop

DENVER

THE ONLY THRU FLIGHTS

10 BRANIFF
DEPARTURES EVERY DAY.

LEAVE	ARRIVE	SERVICE
Fort Lauderdale		
9:05 a.m.	12:00 Noon	One-stop
1:30 p.m.	5:00 p.m.	Two-stop
3:30 p.m.	7:00 p.m.	Connect
6:00 p.m. (Sat. Only)	9:30 p.m.	Connect
6:00 p.m. (Ex. Sat.)	10:05 p.m.	Connect
Miami		
8:20 a.m.	12:00 Noon	Two-stop
10:00 a.m.	1:00 p.m.	One-stop
11:20 a.m.	3:00 p.m.	Two-stop
1:00 p.m.	4:00 p.m.	One-stop
2:05 p.m.	5:00 p.m.	Connect
4:05 p.m.	7:00 p.m.	One-stop
6:30 p.m. (Sat. Only)	9:30 p.m.	One-stop
6:30 p.m. (Ex. Sat.)	10:05 p.m.	Two-stop

READING STANDARD M-30 — ACTIVITY 2
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Study the Airline Schedule and answer the questions on your own paper.

1. To arrive at Fort Worth, Texas between 8:00 and 9:00 p.m., what choices do I have for leaving Ft. Lauderdale? _____
2. Leaving Miami at 8:20 a.m., at what time will one arrive in Denver, Colorado? What is the cause for the time duration? _____
3. How many non-stop flights are there to Dallas, Fort Worth? _____
4. What time does the 1.00 p.m. flight from Miami arrive in Denver? _____
5. How many departure are there to Denver daily? _____

READING STANDARD M-30 – ACTIVITY 3
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Using the *List of Fares* on this page, answer the following on your own paper.

1. What does it cost to fly from Allentown/Bethlehem/Easton to Richmond?

2. How many flights are there to Wilmington?

3. Is there a flight to JFK on Sunday?

4. What is the number of the flight to Philadelphia on Saturday only?

5. How many stops are there on flight 109/124 to White Plains?

6. At what time does the earliest weekday flight to Islip leave?

7. Is there a non-stop flight to Harrisburg?

8. At what time does flight 101 arrive in Washington?

9. Where could you fly for \$20?

10. What is the phone number you call for reservations?

FROM: ALLENTOWN/BETHLEHEM/EASTON						
Reservations: (215) 264-8511 Air Freight: (215) 264-5449						
Leave	Arrive	Flight No.	Stops	Freq.	Via	
TO:						
BALTIMORE \$33.00						
7:15A	7:55A	31	0	Ex.Sa.Su.		
11:15A	12:00P	35	0	Ex.Sa.Su.		
4:15P	5:00P	207	0	Ex.Sa.Su.		
HARRISBURG/OLMSTED AIRPORT \$26.00						
7:30A	9:30A	231/115	1	Ex.Su.	PHL	
11:30A	12:30P	105/117	1	Ex.Sa.Su.	PHL	
3:30P	5:05P	109/76	1	Ex.Sa.Su.	PHL	
7:30P	9:15P	211/205	1	Ex.Sa.	PHL	
ISLIP (LONG ISLAND) \$39.00						
7:30A	9:45A	231/120	1	Ex.Sa.Su.	PHL	
11:30A	1:55P	105/128	1	Ex.Sa.Su.	PHL	
3:30P	5:40P	109/124	1	Ex.Sa.Su.	PHL	
7:30P	9:05P	211/222	1	Ex.Sa.	PHL	
NEW YORK (JFK) \$32.00						
7:30A	11:00A	231/534	1	Ex.Su.	PHL	
12:00P	3:45P	605/538	1	Sat. Only	PHL	
2:05P	3:45P	81/538	1	Ex.Sa.Su.	PHL	
3:30P	4:55P	109/538	1	Ex.Sa.Su.	PHL	
8:00P	8:05P	704/540	1	Sun. Only	PHL	
PHILADELPHIA INT'L AIRPORT \$23.00						
7:30A	8:00A	231	0	Ex.Su.		
11:30A	12:00P	105	0	Ex.Sa.Su.		
12:00P	12:30P	605	0	Sat. Only		
2:05P	2:35P	81	0	Ex.Sa.Su.		
3:30P	4:00P	109	0	Ex.Sa.Su.		
5:00P	5:30P	704	0	Sun. Only		
6:15P	6:45P	213	0	Ex.Sa.Su.		
7:30P	8:00P	211	0	Ex.Sa.		
8:30P	9:00P	209	0	Ex.Sa.Su.		
RICHMOND \$48.00						
7:10A	8:55A	31	1	Ex.Sa.Su.	PHL	
7:30A	10:25A	231/303	1	Ex.Su.	PHL	
11:15A	1:00P	35	1	Ex.Sa.Su.	PHL	
11:30A	2:15P	105/505	1	Ex.Sa.Su.	PHL	
2:05P	5:05P	81/107	2	Ex.Sa.Su.	PHL	
4:15P	6:00P	207	1	Ex.Sa.Su.	PHL	
5:00P	8:55P	704/67	1	Sun. Only	PHL	
8:15P	8:55P	213/67	1	Ex.Sa.Su.	PHL	
WASHINGTON NATIONAL AIRPORT \$35.00						
8:35A	9:30A	33	0	Ex.Sa.Su.		
3:25P	4:20P	101	0	Ex.Sa.Su.		
4:45P	5:40P	41	0	Ex.Sa.Su.		
WHITE PLAINS (WESTCHESTER CO.) \$38.00						
7:30A	10:25A	231/120	2	Ex.Sa.Su.	PHL	
3:30P	6:20P	109/124	2	Ex.Sa.Su.	PHL	
7:30P	9:45P	211/222	2	Ex.Sa.	PHL	
WILKES-BARRE/SCRANTON \$20.00						
10:30A	10:55A	664	0	Sat. Only		
11:30A	11:55A	36	0	Ex.Sa.Su.		
9:35P	10:00P	232	0	Ex.Sa.		
WILMINGTON \$26.00						
2:05P	3:48P	81/107	1	Ex.Sa.Su.	PHL	
A—a.m. P—p.m.						

READING STANDARD M-30 – ACTIVITY 4
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Use the train timetable below to answer the questions. Write your answer on your own paper.

FROM NEW YORK, BROOKLYN AND JAMAICA SATURDAY, SUNDAY AND HOLIDAYS									
Leave					Arrive				
New York	Brooklyn	Jamaica	Gibson	Howlett	Woodmere	Cedarhurst	Lawrence	Inwood	Far Rockaway
AM	AM	AM	AM	AM	AM	AM	AM	AM	AM
12:10	12:11	12:31	12:49	12:51	12:53	12:55	12:57	12:59	1:02
1:40	1:40	2:01	2:18	2:20	2:22	2:24	2:26	2:28	2:31
3:00	3:00	3:21	3:41	3:43	3:45	3:47	3:49	3:51	3:54
5:10	5:10	5:31	5:51	5:53	5:55	5:57	5:59	6:01	6:04
6:10	6:10	6:31	6:51	6:53	6:55	6:57	6:59	7:01	7:04
8:00	8:00	8:21	8:41	8:43	8:45	8:47	8:49	8:51	8:54
9:10	9:10	9:31	9:50	9:52	9:54	9:56	9:58	10:00	10:03
10:08	10:08	10:29	10:50	10:52	10:54	10:55	10:58	11:00	11:03
AM	11:40	11:33	12:01	12:16	12:20	12:22	12:25	12:26	12:29
PM	12:40	12:30	1:00	1:14	1:16	1:18	1:20	1:22	1:24
	2:00	2:00	2:21	2:40	2:42	2:44	2:46	2:48	2:50
	3:30	3:30	3:51	4:05	4:07	4:09	4:11	4:13	4:15
	5:00	5:00	5:21	5:38	5:40	5:42	5:44	5:46	5:48
	6:03	6:03	6:24	6:43	6:45	6:47	6:49	6:51	6:53
	7:38	7:38	7:59	8:15	8:17	8:19	8:21	8:23	8:25
	9:00	9:00	9:21	9:39	9:41	9:43	9:45	9:47	9:49
	10:10	10:10	10:31	10:50	10:52	10:54	10:56	11:00	11:03
	11:10	11:10	11:31	11:50	11:52	11:54	11:56	12:00	12:03
PM	PM	PM	PM	PM	PM	PM	PM	PM	PM

- At what time does the 6:03 p.m. train from Brooklyn stop at Cedarhurst? _____
- At what time would you have to take a train if you were in New York and you wanted to get to Lawrence by 8:49 a.m.? _____
- Do any of the trains make a stop at midnight? (a) Yes _____ (b) No _____
- What is the stop after Jamaica? _____
- How long does it take the 3:00 a.m. train from New York to get to Woodmere? _____
- The last train from Jamaica before midnight leaves at _____
- If you miss the 3:30 p.m. train in New York, you will have to wait for the next one at
(a) 4:00 p.m. _____ (b) 4:30 p.m. _____ (c) 5:00 p.m. _____
- How many stops do the trains make after Jamaica? _____
- If you get to the New York Station at 12 noon, the first train you can take for Far Rockaway leaves at _____
- What is the stop before Inwood? _____

ACTIVITY

ANSWER

KEY

M-30 – Reading Standard

Activity 1

- | | | | |
|-----------|------------|-----------|-----------|
| 1) 182.00 | 2) 142.00 | 3) 304.00 | 4) 162.00 |
| 5) 85.00 | 6) 156.00 | 7) 182.00 | 8) 324.00 |
| 9) 71.00 | 10) 119.00 | | |

Activity 2

- | | | |
|--------------------|----------------------|------|
| 1) Leave 6:00 p.m. | 2) 12 noon - 2 stops | 3) 6 |
| 4) 4:00 p.m. | 5) 10 | |

Activity 3

- | | | | | |
|--------------------|-------|--------------|-------------------------|------|
| 1) \$48.00 | 2) 1 | 3) yes | 4) 605 | 5) 2 |
| 6) 7:30 a.m. | 7) no | 8) 4:20 p.m. | 9) Wilks-Barre Scranton | |
| 10) (215) 264-8511 | | | | |

Activity 4

- | | | | | |
|---------------|-------------|--------|-----------|---------------|
| 1) 6:49 | 2) 8:00 | 3) yes | 4) Gibson | 5) 45 minutes |
| 6) 11:31 p.m. | 7) 5:00 (c) | 8) 7 | 9) 12:40 | |
| 10) Lawrence | | | | |

READING STANDARD M-30 – EVALUATION I
 USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Answer the questions that follow the airline schedule on your own paper.

FROM: MIAMI, FLORIDA TO: CHICAGO, ILLINOIS				
Leave (EST)	Arrive (CST)	Flight	Stops	Meals
7:00 a	10:30 a	230	Sarasota/Tampa	Breakfast
9:12 a	12:29 p	572/246	Atlanta	Snack
12:00 p	1:55 p	76	Non-stop	Lunch
6:10 p	7:58 p	78	Non-stop	Dinner

- What flight number would you take if you wanted to leave Miami before 9:00 a.m.?

- On which flight would you be served lunch? _____
- What is the arrival time in Chicago of flight 230? _____
- What is the departure time for the flight that requires you to change planes in Atlanta? _____
- What is the flight number that takes the longest amount of time?

READING STANDARD M-30 – EVALUATION II
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

- A. DIRECTIONS:** Use the bus schedule to answer the questions. Write the letter of the correct answer on your own paper.

BUS SCHEDULE			
Leave Central City	Arrive Tampa	Leave Tampa	Arrive Central City
6:15 a.m.	7:10 a.m.	7:30 a.m.	8:45 a.m.
8:50 a.m.	10:05 a.m.	10:15 a.m.	11:25 a.m.
11:35 a.m.	12:40 p.m.	1:20 p.m.	2:35 p.m.
3:15 p.m.	4:20 p.m.	5:00 p.m.	6:05 p.m.
6:30 p.m.	7:45 p.m.	8:00 p.m.	9:05 p.m.

- The bus that leaves Central City at 11:35 a.m. arrives in Tampa at
 - 1:20 p.m.
 - 2:35 p.m.
 - 10:05 a.m.
 - 12:40 p.m.
- The latest bus you can take from Tampa to be in Central City before 7:00 p.m. leaves at
 - 8:00 p.m.
 - 5:00 p.m.
 - 5:20 p.m.
 - 6:30 p.m.
- If you need to be in Tampa before 8:00 a.m., which morning bus will you take from Central City?
 - 7:30 a.m.
 - 7:10 a.m.
 - 6:15 a.m.
 - 8:50 a.m.
- The bus that leaves Tampa at 1:20 arrives in Central City at:
 - 8:45 a.m.
 - 9:05 p.m.
 - 6:05 p.m.
 - 2:35 p.m.
- The bus that arrives in Tampa at 4:20 p.m. leaves Central City at:
 - 3:15 p.m.
 - 6:15 a.m.
 - 8:50 a.m.
 - 6:30 p.m.

READING STANDARD M-30 – EVALUATION II
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

B. DIRECTIONS: Use a transportation schedule to locate specific information.

1. You are traveling from Tampa to Seattle. What is the earliest you can leave Tampa?

a. 9:00 a.m.
 b. 4:45 p.m.
 c. 1:10 p.m.
 d. 8:10 p.m.

2. What time will you arrive in Seattle if you take the earliest flight from Tampa?

a. 9:00 p.m.
 b. 4:45 p.m.
 c. 1:10 p.m.
 d. 8:10 p.m.

3. According to the plane schedule, what is the least expensive ticket you can buy from Tampa to Seattle?

a. \$346.00
 b. \$364.00
 c. \$212.00
 d. \$176.00

4. Where will the plane stop before arriving in Seattle?

a. Oklahoma City
 b. Minneapolis - St. Paul
 c. Dallas - Fort Worth
 d. non-stop

5. What is the cost of a "First Class" plane ticket to Tulsa?

a. \$225.00
 b. \$165.00
 c. \$103.00
 d. \$176.00

FROM TAMPA - ST. PETERSBURG - CLEARWATER (EDT)						
PHONE: Tampa - 223-7871 St. Petersburg - 822-3896						
Leave	Arrive	Flight	Operates	Stops or Via	One Way Fares Meals	
To: DENVER (MOT)				First Class \$226.00	Coach \$141.00	
9:00 a	12:05 p	154/68	Daily	DFW	M	
12:35 p	3:05 p	170	Daily	1-Stop	M	
2:35 p	5:05 p	65	Daily	1-stop	S	
5:30 p	7:00 p	194	Daily	Non-Stop	M	
6:10 p	9:05 p	286/288	Daily	Oklahoma City	M	
7:25 p	9:45 p	64/166	Sa	DFW	M	
7:25 p	10:25 p	64/156	ExSa	DFW		
To: SEATTLE-TACOMA (PDT)				First Class \$346.00	Coach \$212.00	
9:00 a	1:10 p	154/95	Daily	DFW	M	
4:45 p	8:10 p	128/182	Daily	DFW	M	
To: TULSA (COT)				First Class \$165.00	Coach \$103.00	
9:00 a	12:00 a	154	Daily	1-Stop	M	
2:35 p	5:10 p	66/134	ExSa	DFW	S	
2:35 p	6:10 p	66/158	Daily	DFW	S	
7:25 p	9:55 p	64/76	Daily	DFW	M	
To: WICHITA (COT)				First Class \$176.00	Coach \$110.00	
12:35 p	3:20 p	170/150	Daily	DFW	M	
2:35 p	3:15 p	66/152	Daily	DFW	S	
8:10 p	8:40 p	288	Daily	1-Stop		
7:25 p	10:50 p	64/233	Daily	DFW	M	

READING STANDARD M-30 – EVALUATION III
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Study the schedule and answer the questions on your own paper.

GATOR AIR FLY US						
FLT No.	ARRIVES	TIME	DEPARTS	STATUS	DESTINATION	ETA
714	W.P.B.	2:40 PM	2:49 PM	On Time	Atlanta	3:30 PM
819	W.P.B.	3:05 PM	3:30 PM	Late	Chicago	5:05 PM
210	W.P.B.	4:30 PM	4:35 PM	On Time	Detroit Metro	7:30 PM
305	W.P.B.	4:35 PM	5:05 PM	On Time	Washington Dulles	7:25 PM
610	W.P.B.	6:02 PM	7:01 PM	Late	New York, Kennedy	7:30 PM
615	W.P.B.	7:03 PM	7:25 PM	Late	London	12:30 AM

- What is the flight number for the flight that goes to New York?
 - 714
 - 819
 - 610
 - 4:35
- What is the estimated time of arrival for flight 714?
 - 2:40 PM
 - 3:30 PM
 - 5:05 PM
 - 4:30 AM
- Which flights are running late?
 - 819, 610, 615
 - 819, 305, 610
 - 615, 210, 714
 - 615, 210, 819
- What time can you board your plane if you are scheduled to fly on Flight 819?
 - 2:40 to 2:49 PM
 - 3:05 to 3:30 PM
 - 3:30 to 5:05 PM
 - 7:25 to 12:30 PM
- Flight 305 lands in _____ at _____ PM.
 - Washington Dulles, 7:25
 - Atlanta, 3:30
 - West Palm Beach, 2:49
 - West Palm Beach, 2:40

READING STANDARD M-30 – EVALUATION IV
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

DIRECTIONS: Use the flight schedule below to answer the questions. Write your answers on your own paper.

AIR ARKANSAS GETS YOU THERE AND BACK					
FROM LITTLE ROCK			TO LITTLE ROCK		
LEAVE	ARRIVE	SERVICE	LEAVE	ARRIVE	SERVICE
To Fort Smith			From Fort Smith		
10:00 p.m.	10:33 p.m.	Non-stop	11:40 a.m.	12:13 p.m.	Non-stop
Memphis			Memphis		
12:38 p.m.	1:10 p.m.	Non-stop	9:05 p.m.	9:38 p.m.	Non-stop
Nashville			Nashville		
12:38 p.m.	2:19 p.m.	Thru	8:00 p.m.	9:38 p.m.	Thru
New York-Newark			New York-Newark		
Kennedy 12:38 p.m.	5:30 p.m.	Thru	Kennedy 6:25 p.m.	9:38 p.m.	Thru
Newark 12:38 p.m.	8:55 p.m.	Connect			
Oklahoma City			Oklahoma City		
10:00 p.m.	12:22 a.m.	Thru	9:50 a.m.	12:13 p.m.	Thru
Tulsa			Tulsa		
10:00 p.m.	11:25 p.m.	Thru	10:45 a.m.	12:13 p.m.	Thru
Washington, DC			Washington, D.C.		
National 12:38 p.m.	4:45 p.m.	Connect	National 4:30 p.m.	9:38 p.m.	Connect
			7:15 p.m. (Ex. St.)	9:38 p.m.	Connect

READING STANDARD M-30 – EVALUATION IV
USE A TRANSPORTATION SCHEDULE TO LOCATE SPECIFIC INFORMATION

(Cont.)

1. At what time does the flight from Little Rock to Tulsa arrive?
 - a. 10:00 p.m.
 - b. 12:38 p.m.
 - c. 4:05 p.m.
 - d. 11:25 p.m.
2. Is the flight from Fort Smith to Little Rock non-stop?
 - a. ☐ Yes
 - b. ☐ No
3. How long is the flight from Little Rock to Oklahoma City?
 - a. 1 hr, 15 min.
 - b. 2 hrs, 10 min.
 - c. 2 hrs, 22 min.
 - d. 1 hour
4. At what time does the flight from Nashville to Little Rock leave?
 - a. 9:00 p.m.
 - b. 2:19 p.m.
 - c. 8:00 p.m.
 - d. 8:05 p.m.
5. At what time does the Little Rock to New York flight arrive at Newark Airport?
 - a. 8:50
 - b. 8:55
 - c. 9:05
 - d. 12:38
6. How many flights involve making some kind of connection?
 - a. 1
 - b. 2
 - c. 6
 - d. 4
7. What is the name of the airport in Washington where flights from Little Rock land?
 - a. Dulles
 - b. Washington
 - c. George Washington
 - d. Washington National
8. How many connect flights are there from Little Rock daily at 12:38 p.m.?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

EVALUATION ANSWER KEY

M-30 – Reading Standard

Evaluation I

- 1) 230 2) 76 3) 10:30 a.m. 4) 9:12 a.m.
5) 230

Evaluation II

- 1) d 2) b 3) c 4) d 5) a

Evaluation III

- 1) c 2) b 3) a 4) b 5) a

Evaluation IV

- 1) d 2) a 3) c 4) c 5) b
6) d 7) d 8) b